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ABSTRACT

Developed by experienced vocational teacher-coordinators and teacher-educators, this guide is intended to be used as a resource by cooperative distributive education and marketing teachers in Louisiana junior and senior high schools. The guide contains suggested curriculum for both beginning and advanced courses. Course I consists of 19 units in four areas: introduction, marketing, sales promotion, and optional units (such as careers in marketing, credit and collections, income tax, and telephone techniques). Course II consists of 14 units in these areas: introduction to marketing and Distributive Education Clubs of America (DECA), marketing research, entrepreneurship, human relations, and special advanced units (such as advanced selling, fashion merchandising, and laws of contracts). Each unit consists of an introduction, goal, performance objectives, suggested activities, an instructional materials list, and where applicable, references. Laid out in a two-column format, teachers' notes are correlated to those sections of the units to which they are pertinent. (KC)

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

BULLETIN 1702

COOPERATIVE
MARKETING AND DISTRIBUTIVE EDUCATION I and II

(Junior and Senior High School Students)

VOCATIONAL EDUCATION TEACHER-COORDINATORS CURRICULUM GUIDE

May, 1983

Office of Vocational Education

N. J. Stafford, Jr., Ed.D.
Assistant Superintendent

J. KELLY NIX
State Superintendent

CE036221

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INTRODUCTION

Cooperative education is one of the most vital vocational education programs today, and certainly, marketing and distributive education is one the leading cooperative education programs. Because of the importance of this vocational discipline, a handbook is needed to assist the marketing and distributive teacher-coordinators. It may be used as a guide to assist the beginning teacher-coordinator with the resource material needed and to provide experienced teacher-coordinators and administrators with a ready reference on current procedures and practices.

In an effort to provide the most realiable handbook possible, only experienced vocational teacher-coordinators and teacher-educators were used in its development. It is my hope that you will use this handbook as a source of reference.

J. Kelly Nix

J. Kelly Nix
State Superintendent of Education

ACKNOWLEDGEMENTS

This publication represents the cooperative efforts of personnel at Southeastern Louisiana University and the Marketing and Distributive Education Section in the Office of Vocational Education, Louisiana State Department of Education. Special recognition goes to Dr. Dennis Wallette, Professor Emeritus, Southeastern Louisiana University, who served as project director in the development of this guide before illness forced his early retirement. Special commendation goes also to the members of the writing team who worked diligently to make this publication a reality.

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INSTRUCTOR'S NOTES

1-A. MARKETING AND DISTRIBUTIVE EDUCATION

Suggested Time: 10 hours

INTRODUCTION

The learning opportunities provided in this unit should help students to understand the role Distributive Education will play in their careers in the field of marketing. Emphasis will be placed on the three related components of a Distributive Education program--classroom instruction, on-the-job training, and DECA (Distributive Education Clubs of America), the youth organization).

GOAL

At the completion of this unit the student will have an understanding of the role of marketing in the American economic system. He will have knowledge of the types of marketing career opportunities available to him, and he will be aware of the Distributive Education program objectives and requirements.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Define the term Distributive Education.
2. List the benefits of Distributive Education to the student, to the school, to the businessman and to the community.
3. Summarize briefly the history of the Distributive Education program.
4. Identify the elements of the marketing function.
5. List career opportunities in the field of marketing as they relate to Distributive Education.
6. Define and discuss the nature and purpose of DECA and its relationship to Distributive Education.

INSTRUCTOR'S NOTES

DE is a vocational program in which students are trained for careers in retailing, wholesaling and service establishments.

Transparencies may be ordered through the DECA Guide.

A scrapbook or slide presentation of former MDE students at their various jobs helps the students relate MDE to career opportunities.

Compare the program to a 3-legged stool — on-the-job training, — classroom instruction and DECA — It takes all three to make it work.

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with information sheets and study guides.
- C. Discuss information given on the information sheets.
- D. Prepare and use audio-visuals.
- E. Collect resource materials.
- F. Distribute copies of school policies relating to Distributive Education students.
- G. Evaluate student achievement.

II. For the Student:

- A. Review unit objectives.
- B. Study information sheets.
- C. Study DECA Handbook.
- D. Participate in DECA meetings and competitive activities.
- E. Research career possibilities in marketing.
- F. Make oral presentations on career findings.

INSTRUCTOR'S NOTES

Transparencies, "The Marketing Process" available from 3M Company (Cat. #15-0404-2)
Transparencies, "Introduction to D.E. (Cat# 15-0403-4) also available through 3M Co.

Have each student prepare a poster picturing himself performing the various duties of his job. He may then tell about his job and allow others to ask questions.

INSTRUCTOR'S NOTES

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

- A. Study guides.
- B. Information sheets.
- C. Audio-visuals and transparencies.
- D. Career reference library.
- E. School policies.
- F. DECA Handbook and reference texts.
- G. Test.
- H. Answer sheets.

II. References:

Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Kelly. The Job You Want and How to Get It: 2nd Edition. Cincinnati, OH: South-Western Publishing Company, 1982.

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

INSTRUCTOR'S NOTES

1-B. DECA

Suggested Time: 3-5 hours

INTRODUCTION

DECA is considered to be an integral part of Distributive Education, equally as important as the training station or the related instruction. Its Program for Youth Activity aims to motivate its members to excel in their marketing skills. This unit is concerned with DECA and its activities as they are related to the individual marketing student and his career goal.

GOAL

At the completion of this unit, the student will know the personal rewards he may obtain by being an active member of DECA. He will understand how DECA contributes to his learning of marketing and distribution principles and

INSTRUCTOR'S NOTES

practices. The student will be motivated to become an active DECA member.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Identify qualities needed for leadership.
2. Define and discuss the nature and purposes of DECA.
3. Identify the organizational and democratic principles used in DECA.
4. Develop competencies needed for leadership in social and civic activities as evidenced by holding office or committee membership.
5. Develop competencies essential for poise and self-confidence in and before a group as evidenced by his performance at club meetings.
6. Participate in developing a program of activities suitable for a local DECA chapter.
7. Identify DECA activities and describe how they contribute to learning

Activities should be keyed to some aspect of the four points of the DECA diamond.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

DECA

IS

A PROGRAM OF STUDENT ACTIVITY RELATING TO DISTRIBUTIVE EDUCATION AND IS DESIGNED TO DEVELOP FUTURE LEADERS FOR MARKETING AND DISTRIBUTION.

Transparency 1

THE PURPOSES OF DECA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

1. TO DEVELOP A RESPECT FOR EDUCATION IN MARKETING AND DISTRIBUTION WHICH WILL CONTRIBUTE TO OCCUPATIONAL COMPETENCE.

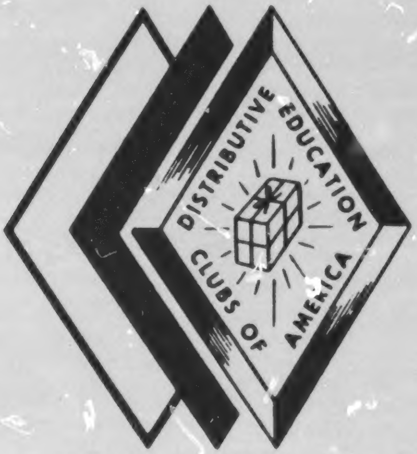
2. TO PROMOTE UNDERSTANDING AND APPRECIATION FOR THE RESPONSIBILITIES OF CITIZENSHIP IN OUR FREE, COMPETITIVE ENTERPRISE SYSTEM.

Transparency 2

EMBLEM

THE DECA DIAMOND

VOCATIONAL UNDERSTANDING



SOCIAL INTELLIGENCE

CIVIC CONSCIOUSNESS

LEADERSHIP DEVELOPMENT

WRAPPED PACKAGE — SYMBOLIZES JOB WELL DONE ACHIEVED BY COOPERATION OF SCHOOL OFFICIALS, STUDENTS, PARENTS AND BUSINESS PEOPLE WORKING TOGETHER

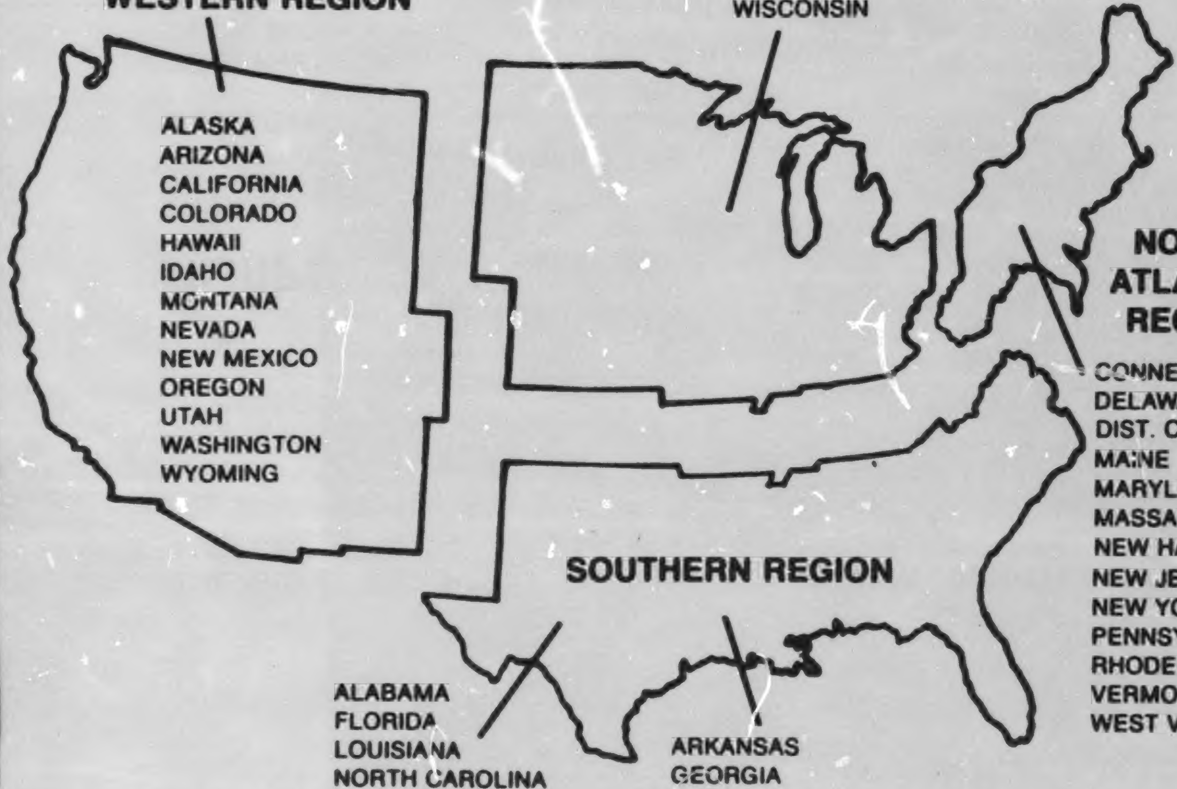
Transparency 3

DIVISIONS OF DECA

- HIGH SCHOOL
- JUNIOR COLLEGIATE
- COLLEGIATE
- ALUMNI
- PROFESSIONAL

Transparency 4

NATIONAL DECA REGIONS



CENTRAL REGION

ILLINOIS
IOWA
KENTUCKY
MINNESOTA
NEBRASKA
OHIO
INDIANA
KANSAS
MICHIGAN
MISSOURI
NORTH DAKOTA
SOUTH DAKOTA
WISCONSIN

WESTERN REGION

ALASKA
ARIZONA
CALIFORNIA
COLORADO
HAWAII
IDAHO
MONTANA
NEVADA
NEW MEXICO
OREGON
UTAH
WASHINGTON
WYOMING

NORTH ATLANTIC REGION

CONNECTICUT
DELAWARE
DIST. COLUMBIA
MAINE
MARYLAND
MASSACHUSETTS
NEW HAMPSHIRE
NEW JERSEY
NEW YORK
PENNSYLVANIA
RHODE ISLAND
VERMONT
WEST VIRGINIA

SOUTHERN REGION

ALABAMA
FLORIDA
LOUISIANA
NORTH CAROLINA
PUERTO RICO
TENNESSEE
TEXAS
VIRGINIA

ARKANSAS
GEORGIA
MISSISSIPPI
OKLAHOMA
SOUTH CAROLINA

Transparency 5

NATIONAL ADVISORY BOARD

1-B--6

THE NAB IS A GROUP OF INDIVIDUALS REPRESENTING INTERESTS GIVING FINANCIAL SUPPORT TO DECA.

PURPOSES:

TO SERVE AS A LIAISON FOR ALL FINANCIAL INTERESTS IN MATTERS OF DECA DEVELOPMENT.

TO SERVE IN AN ADVISORY CAPACITY, AS REQUESTED BY THE BOARD OF DIRECTORS OF DECA, INC.

TO LEND SUPPORT TO THE PROMOTION OF DECA.

TO ASSURE EQUAL RECOGNITION OF EACH CONTRIBUTING INTEREST REGARDLESS OF THE AMOUNT CONTRIBUTED.

Transparency 6

MERIT AWARDS PROGRAM

DESIGNED FOR EACH OF THE INSTRUCTIONAL AREAS IN DISTRIBUTIVE EDUCATION.

ANY MEMBER MAY DEVELOP A SELF-IMPROVEMENT PROJECT FOR WHICH HE OR SHE CAN RECEIVE LOCAL, STATE AND NATIONAL RECOGNITION.

1-B--7

PURPOSES:

TO INCREASE EMPLOYABILITY OF DISTRIBUTIVE EDUCATION STUDENTS.

TO PROVIDE AN AVENUE OF RECOGNITION FOR EVERY DECA MEMBER.

TO DEVELOP AN AWARENESS OF MARKETING AND DISTRIBUTION AS A PROFESSION.

TO DEVELOP A BETTER UNDERSTANDING FOR THE IMPORTANCE OF PRODUCT KNOWLEDGE, SERVICE, AND CUSTOMER SATISFACTION IN THE FIELD OF MARKETING AND DISTRIBUTION.

Transparency 7

SCHOLARSHIP LOAN AWARDS

SCHOLARSHIP LOANS ARE INTENDED TO AID CONTINUING PREPARATION FOR A CAREER IN MARKETING, DISTRIBUTION, OR DISTRIBUTION EDUCATION.

AVAILABLE TO ANY MEMBER OF DECA WHO INTENDS TO PURSUE A FULL-TIME, TWO-YEAR COURSE OF STUDY IN MARKETING, DISTRIBUTION OR DISTRIBUTIVE EDUCATION.

FOR FURTHER INFORMATION CONTACT YOUR STATE ADVISOR.

Transparency 8

COMPETITIVE ACTIVITIES PURPOSES

PROVIDES LEARNING EXPERIENCES WHICH CONTRIBUTE TO OCCUPATIONAL COMPETENCE

PROVIDES CO-CURRICULAR ACTIVITY RELATING DIRECTLY TO CLASSROOM INSTRUCTION

PROVIDES RECOGNITION FOR STUDENT ACHIEVEMENT

Transparency 9

NATIONAL DECA

HIGH SCHOOL COMPETITIVE ACTIVITIES

1-B-10

CREATIVE ACTIVITIES

CREATIVE MARKETING PROJECT
CHAPTER OF THE YEAR
AREA OF DISTRIBUTION MANUAL
MERCHANDISE INFORMATION MANUAL

STUDIES IN MARKETING

AUTOMOTIVE AND PETROLEUM INDUSTRY
FOOD INDUSTRY
SERVICE INDUSTRY
HOME FURNISHINGS INDUSTRY
VARIETY STORE MERCHANDISING
SPECIALTY STORE MERCHANDISING
DEPARTMENT STORE MERCHANDISING
RETAIL JEWELRY INDUSTRY

PARTICIPATION ACTIVITIES

ADVERTISING
DISPLAY
JOB INTERVIEW
PUBLIC SPEAKING
SALES DEMONSTRATION
BOY STUDENT OF THE YEAR
GIRL STUDENT OF THE YEAR

Transparency 10A

NATIONAL DECA

JUNIOR COLLEGIATE COMPETITIVE ACTIVITIES

- ADVERTISING CAMPAIGN
- MANAGEMENT DECISION MAKING — HUMAN RELATIONS
- MANAGEMENT DECISION MAKING — MERCHANDISING
- SALES MANAGERS MEETING
- SALES REPRESENTATIVE
- TRAINING MANUAL
- INDIVIDUAL MARKETING IMPROVEMENT
- CHAPTER MARKETING IMPROVEMENT
- CHAPTER ACTIVITIES MANUAL

Transparency 10B

PUBLICATIONS

1-B-12

THE DECA DISTRIBUTOR	PUBLISHED FOUR TIMES PER SCHOOL YEAR FOR THE 160,000 MEMBERS OF DECA.
THE DECA GUIDE	AN ANNUAL PUBLICATION.
THE DECA DATELINE	PUBLISHED AS OFTEN AS NEEDED AND RECOGNIZING A SPECIAL EVENT SUCH AS THE NATIONAL CAREER DEVELOPMENT CONFERENCE.
THE STAFF REPORT	PUBLISHED MONTHLY TO KEEP THE MEMBERSHIP INFORMED ON THE CURRENT HAPPENINGS IN DECA.
THE DECA HANDBOOK	INCLUDES MANY HELPFUL ITEMS FOR CHAPTER MANAGEMENT, SPECIFICATIONS FOR DECA'S COMPETITIVE ACTIVITIES PROGRAM, AND A COMPLETE RECORD OF ACTIVITIES OVER THE PAST SEVERAL YEARS.
CHAPTER PACKETS	SENT OUT TWICE A YEAR AND FEATURES A "BACK TO SCHOOL" PACKET AND A "DECA WEEK" PACKET.

Transparency 11

THE DECA GUIDE

IS DESIGNED TO SERVE AS A REFERENCE SOURCE BY DECA CHAPTERS THROUGH THE SCHOOL YEAR.

PROVIDES SALES PROJECT MATERIAL IN THE GUIDE. THE SALES PROJECT COMPANIES HELP PROVIDE INCOME FOR THE CHAPTER, ALSO YOUR STATE ASSOCIATION AND NATIONAL DECA WILL BENEFIT IF YOU USE THESE COMPANIES.

PROVIDES INFORMATION ON DECA SUPPLY SERVICES ITEMS.

PROVIDES MATERIAL ON SCHOOL STORES.

Transparency 12

COMPANIES

- BRIGHT OF AMERICA
- CHERRY DALE FARMS CONFECTIONS
- THE DOEHLA COMPANY
- JOYCE SALES COMPANY, INC.
- MECCA INCORPORATED
- WILLIAM LOEW FUND RAISING
- RING FARE, INC.
- SEAWAY CANDY INC.
- TOWN AND COUNTRY LINEN CORP.
- TECHNICOLOR, INC.
- WFF'N PROOF-LEARNING GAMES ASSOCIATES

Transparency 13

SIX ESSENTIALS FOR A GOOD CHAPTER

INTERESTED MEMBERS
CAPABLE OFFICERS AND LEADERS
RESPONSIBILITY SHARED BY ALL MEMBERS
CHALLENGING PROGRAM OF WORK
PROPER EQUIPMENT AND RECORDS
A KNOWLEDGE OF DECA ON THE PART OF EVERY MEMBER

Transparency 14

1-B-16

SUGGESTIONS FOR DECA CHAPTER ACTIVITIES

SOCIAL ACTIVITIES
CIVIC APPEARANCES
PANEL DISCUSSIONS
HOMECOMING PARADE
CHAPTER NEWSLETTER
NATIONAL DECA WEEK
FACULTY RECOGNITION
COLLEGE ORIENTATION
ELECTION OF OFFICERS
NEEDY FAMILY PROJECT
PROFESSIONAL MEETINGS
SAVINGS CLUB PROGRAM
INSTALLATION OF OFFICERS
LOCAL PUBLICITY RELEASES

INITIATION OF NEW MEMBERS
EMPLOYER—EMPLOYEE BANQUET
"GOOD CITIZENSHIP" PROJECT
"GET- OUT — THE VOTE" PROJECT
CREATIVE MARKETING PROJECT
SPONSOR "CLEAN - UP" PROJECT
STATE CAREER DEVELOPMENT CONFERENCE
ARTICLES FOR THE DECA DISTRIBUTOR
EXECUTIVE COMMITTEE MEETINGS
"STUDENT DAY" AT LOCAL STORE
STUDIES IN MARKETING PROJECTS
NATIONAL CAREER DEVELOPMENT CONFERENCE
"CAREERS IN MARKETING" OBSERVANCES
RECEPTION FOR PROSPECTIVE DE STUDENTS
FOLLOW-UP SURVEY OF FORMER DE STUDENTS

FILMS
FIELD TRIPS
TV PROGRAMS
SALES PROJECTS
FAIR EXHIBIT
FASHION SHOW
RADIO PROGRAM
PARENTS NIGHT
GUEST SPEAKERS
COMPETITIVE EVENTS
BOSS BREAKFAST
ASSEMBLY PROGRAM
REGULAR MEETINGS
ALUMNI ACTIVITIES

Transparency 15

DECA GENERAL INFORMATION

1) DECA IS A STUDENT ORGANIZATION

2) DECA ENCOURAGES FREE ENTERPRISE, ECONOMIC AWARENESS, STUDIES IN MARKETING, CREATIVE MARKETING, PRACTICAL EXPERIENCE

3) DECA ENCOURAGES CIVIC AND SOCIAL RESPONSIBILITY

4) DECA MAINTAINS A SERIES OF STATE AND NATIONAL COMPETITIVE EVENTS

5) DECA BELIEVES IN COMPETITION AND OFFERS STATE AND NATIONAL RECOGNITION

6) DECA MAINTAINS A SCHOLARSHIP LOAN AWARDS PROGRAM

7) DECA PAYS ITS OWN WAY

8) STUDENT ACTIVITIES:
   - AWARDS & RECOGNITION
   - LEADERSHIP CONFERENCES
   - PROGRAM DEVELOPMENT
   - PUBLIC INFORMATION
   - LEADERSHIP TRAINING
   - SCHOLARSHIP LOANS

9) DECA IS DEVELOPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

Transparency 16

DECA TERMINOLOGY

CORRECT	INCORRECT
CHAPTER	CLUB
CAREER DEVELOPMENT CONFERENCE (CDC)	NATIONAL LEADERSHIP CONFERENCE (NLC)
DECA MEMBER	DECA STUDENT
DE STUDENT	DE MEMBER
COMPETITIVE EVENTS	CONTESTS
PARTICIPANT	CONTESTANT
SALES PROJECT	FUND RAISING
STATE ASSOCIATION	STATE CHAPTER, STATE CLUB
STATE ADVISOR	STATE SPONSOR
LEADERSHIP DEVELOPMENT CONFERENCE	OFFICER TRAINING CONFERENCE
DECA SUPPLY SERVICE	BLAFOUR SUPPLY SERVICE

Transparency 17

The DECA Creed

I believe in the future which I am planning for myself in the field of distribution, and in the opportunities which my vocation offers.

* * *

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God — that by so doing, I will be rewarded with personal satisfaction and material wealth.

* * *

I believe in the democratic philosophies of private enterprise and competition, and in the freedoms of this nation — that these philosophies allow to the fullest development of my individual abilities.

* * *

I believe that by doing my best to live according to these high principles, I will be of greater service both to myself and to mankind.

INSTRUCTOR'S NOTES

distribution and marketing.

8. Develop an understanding of DECA and its relationship to the total instructional program of marketing as evidenced by his total participation in DECA activities.
9. List the advantages and benefits of being an active member of DECA.

SUGGESTED ACTIVITIES

I. For the Instructor:
   - A. Determine and discuss unit objectives.
   - B. Provide students with information sheets or study guides.
   - C. Discuss information sheet contents.
   - D. Prepare and use audio-visuals.
   - E. Distribute copies of the latest DECA Handbook for student reference.
   - F. Evaluate student performance.

Transparencies are available from the DECA Guide. Handbooks may also be ordered from the DECA Guide.

II. For the Student:
   - A. Review unit objectives.
   - B. Study information sheets.
   - C. Study DECA Handbook.
   - D. Participate in all DECA activities.
   - E. Relate DECA to personal career

This should be a requirement

advancement.

F. Understand the importance of all material presented.

INSTRUCTOR'S NOTES

Point out that leadership in Deca can prepare one for management positions on the job.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Study guides.
- B. Information sheets.
- C. Audio-visuals and transparencies.
- D. DECA reference library.

II. References:

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

Louisiana Distributive Education Clubs of America. Distributive Education Section, State Department of Education, Baton Rouge, LA 70804, 1980.

Robert's Rules of Order. Newly revised edition.

INSTRUCTOR'S NOTES

2-A. HUMAN RELATIONS AND PERSONALITY DEVELOPMENT

Suggested Time: 8 hours

INTRODUCTION

This unit provides students with training in the necessary social skills and physical qualities important to distributive workers. These factors involve personal attributes, ethical conduct, and desired work habits that are essential to progression in a career in marketing. Emphasis will be placed on the importance of good human relations with management, customers, and co- workers.

GOAL

On completing this unit the student will have an understanding of the importance of the role of human relations as it relates to his career in marketing. He will be able to identify and develop the attitudes necessary for successful career planning, job entry, and advancement.

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. Define human relations.
2. Describe the basic needs that all people have.
3. Describe the characteristics of effective human relations.
4. Identify the personality traits that are considered acceptable in social and business relationships.
5. Classify his own personality traits into the categories of physical, mental, or emotional.
6. List the qualities he now possesses or can develop that will aid him in a successful marketing career.
7. Recognize the personality traits, measure his own personality, and aim toward improving himself and his attitudes.

INSTRUCTOR'S NOTES

90% of all jobs lost are lost due to the inability to get along with others.

The art of getting along with people.

Discuss Maslow's Theory.

Role playing aids in the understanding of what is acceptable and unacceptable.

Have each student do a self-study of his or her own personality, then chart a personality improvement plan.

Have each student complete a data sheet of the qualities he possesses for a marketing career.

Have each student complete a personality rating sheet.

REMEMBER ME

I'm the fellow who goes into the
restaurant; sits down and patiently
waits while the waitresses finish
their visiting before taking my order.

I'm the fellow who goes into a department
store and stands quietly while the clerks
finish their little chit-chat.

I'm the fellow who drives into a service
station and never blows his horn -- but
lets the attendant take his time.

You might say I'm the good guy. But do
you know who else I am? I'm the fellow
that never comes back.

It amuses me to see businesses spending
so much money every year to get me back.
When I was there in the first place,
all they needed to do was give some
service and extend a little courtesy.

Louisiana DECA students are trained to
give service and be courteous.
If anyone sees a D. E. student not doing so,
please notify the D. E. Coordinator.

A SHORT COURSE IN HUMAN RELATIONS

The six most important words:

I admit I made a mistake.

The five most important words:

You did a good job.

The four most important words:

What is your opinion?

The three most important words:

If you please.'

The two most important words:

THANK YOU!

The one most important word:

WE!

The least most important word:

I.

TRY TO REMEMBER. . .

Try to remember four main points when you are in doubt as to what to do. These four points can be developed into molding the proper attitude which will make you a success in the business world.

1. Be professional.
2. Be aggressive and hard working.
3. Be sincere.
4. Be honest.

INSTRUCTOR'S NOTES

8. List several human relations traits that are especially important to supervisors and employees.

9. List several human relations problems a new employee may encounter and make suggestions for avoiding them.

-use role playing and have the student "train" another student to work at his job.

10. List the careers in marketing in which effective human relations are essential.

Stress that human relations are essential to virtually all marketing careers. Marketing is people-oriented.

11. Define the vocabulary terms necessary to an understanding of effective human relations.

12. Recognize those elements of personality necessary for career development.

Personality is the sum total of all characteristics (physical, mental, and emotional) that make up a person.

SUGGESTED ACTIVITIES

I. For the Instructor:

A. Determine and discuss unit objectives.

B. Provide students with information sheets.

C. Assign readings from resource materials.

Carnegie and Ziegler Courses are excellent references.

D. Prepare and use audio-visuals.

INSTRUCTOR'S NOTES

E. Prepare and distribute personality rating sheets and personal inventory.

F. Present case problems in group sessions or individually.

Also have students discuss actual problems occurring on the job.

G. Contact resource person to discuss human relations with the class from a businessman's point of view.

Contact Dept. of Employment Security to speak to classes.
Have a dept. store demonstrate how to assemble a "working" wardrobe.

H. Prepare test and answer sheet.

II. For the Student:

A. Review unit objectives.

B. Study information sheets.

C. Read and complete assignments.

D. View and discuss audio-visuals.

E. Complete personality rating sheets and personal inventory.

F. Analyze case problems.

G. Evaluate resource person's discussion and relate it to his on-the-job experience.

H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

INSTRUCTOR'S NOTES

A. Study guides.

B. Information sheets.

C. Audio-visuals and transparencies.

D. References and texts.

E. Personality rating sheets.

F. Personal inventories.

G. Case problems.

H. List of resource people.

Employers, Private Employment Agencies, Employment Security

I. Vocabulary list.

J. Appropriate tests and answer sheets.

II. References:

Chapman, N. *Your Attitude is Changing.* Chicago: Science Research Associates, Inc., 1969.

Hiserodt, Donald D. *Psychology and Human Relations in Marketing: 2nd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1978.

Russon, Allien R. and Wallace. *Personality Development for Business.* Cincinnati, OH: South-Western Publishing Company, 1981.

Wingate, John W., Wayne G. Little, and Harland E. Samson. *Retail Merchandising: 9th Edition.* Cincinnati, OH: South-Western

INSTRUCTOR'S NOTES

Publishing Company, 1982.

---------------- and Carroll A. Nolan. Fundamentals of Selling: 10th Edition. Cincinnati, OH: South-Western Publishing Company, 1976.

INSTRUCTOR'S NOTES

2-B. COMMUNICATIONS FOR MARKETING LEADERSHIP

Suggested Time: 5-10 hours

INTRODUCTION

The effectiveness of an employee's communication is important both to himself and to his employer. The learning opportunities in this unit indicate to the student this fact and that his success on his job is related to his ability to communicate. He will study methods of writing and speaking his thoughts, study his own habits, and then prepare a self-improvement plan.

GOAL

At the completion of this unit the student should have knowledge of the importance of the use of both proper written and oral communication in marketing. He should be able to demon-

INSTRUCTOR'S NOTES

strate effective oral communication in given business situations. He will know how to prepare business correspondence that will convey his ideas accurately. Emphasis will also be placed on developing the ability to prepare and deliver short speeches as outlined in the DECA Handbook.

PERFORMANCE OBJECTIVES

After this unit the student will be able to:

1. Identify the principles of effective oral and written communication.

Good communications skills increases the ability to "sell" oneself.

2. Identify the elements involving business communications.
3. Demonstrate the ability to communicate effectively on his job and in his personal life.
4. Be able to prepare, practice, and deliver a 6 to 8 minute speech as outlined in the DECA Handbook.

Paragraph and Outline form.

5. Select the main points and ideas from a given group of business communications.

Have students summarize or rewrite articles on business from newspaper

6. Given a letter or memo to write, plan the communication, and prepare

Invite a speaker on "The Importance of Good Business Communication"

INSTRUCTOR'S NOTES

the opening sentence and the sequence of topics to show proper relationships of ideas.

Prepare a bulletin board displaying effective business letters.

7. Demonstrate the correct techniques in handling the following simulated business situations:
   - a. Complaint from a customer, by telephone.
   - b. Directions or instructions to a customer.
   - c. Extending or refusing credit to a customer.

In person and by letter.

8. Define the vocabulary terms used in communications in marketing.
9. Complete a self-evaluation of his own speech habits and prepare a plan for improvement.

Have students tape their voices for evaluation.

SUGGESTED ACTIVITIES

I. For the Instructor:
   - A. Determine and discuss unit objectives.
   - B. Provide students with study guides.
   - C. Assign reading materials on communications.
   - D. Collect resource materials.

Discuss essential parts of a good business letter.

South Central Bell Teletrainer and films.

INSTRUCTOR'S NOTES

E. Prepare audio-visual materials.

F. Prepare check sheets for use in self-evaluation.

G. Evaluate student achievement:

1. Test.

2. Speeches.

II. For the Student:

A. Review unit objectives.

B. Complete reading assignments.

C. Prepare and deliver a 6 to 8 minute speech.

D. Complete self-evaluation.

E. Participate in role-playing.

F. Evaluate the results of the role-playing situations.

Have students rate each other

G. Prepare a self-improvement plan.

H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

A. Study guides.

B. Film from Bell Telephone--"Voice with a Smile."

C. Transparencies.

D. Tape recorder or videotape recorder

INSTRUCTOR'S NOTES

and equipment.

E. Checklist.

F. Test, with answer sheet.

II. References:

Communications in Distribution. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH 43210.

Elin, Rhoderick J. Pathways to Speech: 2nd Edition. New York: Learning Trends, 1978.

Rowe, Kenneth L. Communications in Marketing: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Russon, Allien R. and Wallace. Personality Development for Business. Cincinnati, OH: South-Western Publishing Company, 1981.

Wingate, John W. and Carroll A. Nolan. Fundamentals of Selling: 10th Edition. Cincinnati, OH: South-Western Publishing Company, 1976.

INSTRUCTOR'S NOTES

3-A. RECEIVING, CHECKING, AND MARKING GOODS

Suggested Time: 5-10 hours

INTRODUCTION

In this unit the student will develop job skills and knowledge important to virtually any marketing worker. The student needs a knowledge of physical distribution to further his career in sales, stockkeeping, inventory work, advertising, buying, or management.

GOAL

After completing this unit the student will have gained an understanding of the importance of using correct procedures in receiving, marking, and checking merchandise. He will know the danger of faulty controls and will be able to avoid losses that are common to the job of

INSTRUCTOR'S NOTES

handling merchandise. The student will be aware of the duties associated with receiving merchandise and the career possibilities available.

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. Compare the different types and methods of transportation used in shipping merchandise from the vendor to the buyer.

   Assign student reports listing advantages and disadvantages of each.

2. Compare and use various marking procedures.
3. Identify invoice terms correctly so that invoices will be paid at the proper time with the maximal allowable discount taken.

   Teacher may wish to spend time reviewing percentages.

4. Identify and perform the following receiving and marking functions:
   - a. Receive goods delivered to the store.
   - b. Check packages for quality and quantity.
   - c. Route shipment from vendor.

   - d. Arrange returns to vendor; file claims.
   - e. Mark merchandise with price and control information.
   - f. Keep accurate records of each shipment received.
   - g. Follow safety measures at all times to prevent injuries.
   - h. Correctly and safely use tools needed to perform duties.
- 5. Identify information placed on a sales and price ticket.
- 6. Describe three systems used in checking goods.

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with information sheets and study guides.
- C. Prepare audio-visual materials.
- D. Collect resource materials and determine resource persons.
- E. Distribute reading assignments in texts and manuals.

INSTRUCTOR'S NOTES

Discuss various methods of returning merchandise.

Discuss how employee error in this functions can mean a loss for the business

Collect brochures on various business machines

INSTRUCTOR'S NOTES

F. Arrange for a field trip.

G. Review concepts relating to this unit.

H. Evaluate student achievement.

II. For the Student:

A. Review unit objectives.

B. Study information sheets.

C. Complete reading assignments.

D. Collect sample business forms used by vendors and transportation agents.

E. Participate in class discussions with the instructor and the resource persons.

F. Demonstrate ability in using tools and equipment necessary to this unit.

Have students who work in this area complete posters and/or do demonstrations of these tools and equipment.

G. Relate how this study is relevant to his career goal and/or on-the-job training.

H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Information sheets and study guides.

B. Transparencies.

C. References and texts.

D. Sample business forms.

E. Tests.

F. Answer sheets.

II. References:

Harris, E. Edward, Warren G. Meyer, and Peter G. Haines. *Retailing Principles and Practices: 7th Edition.* New York: Gregg Division McGraw-Hill Book Company, 1982.

Mason, Ralph E. and Patricia Roth. *Marketing and Distribution: 3rd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1974.

Moffett, Carol Willis. *Getting Merchandise Ready for Sale.* Job skill manual. New York: Gregg Division McGraw-Hill Book Company, 1969.

Palcho, Fred K. *Receiving Controls.* Course outline. Columbus: University of Ohio, Distributive Education Materials Laboratory.

Transportation, A Vital Link in Distribution. Course outline. Columbus: University of Ohio, Distributive Education Materials Laboratory.

Walsh, Lawrence A. and Kenneth Ertel. *Whole-*

saling and Physical Distribution. Instructional manual. New York: Gregg Division McGraw-Hill Book Company, 1978.

Wingate, John W. and Harland E. Samson. *Retail Merchandising: 9th Edition.* Cincinnati, OH: South-Western Publishing Company, 1982.

3-B. BUYING

Suggested Time: 5-10 hours

INTRODUCTION

The success of any retail business is determined in large part by how well the buying functions are carried out. This unit emphasizes those factors that must be considered in dealing with customer needs, wants, and preferences.

GOAL

At the completion of this unit the student will be familiar with careers related to the buying function. He will be able to determine customer demand and set up a buying plan.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

	INSTRUCTOR'S NOTES
1. List duties and qualifications of buyers.	Have students suggest duties.
2. List career possibilities in the buying field.	If possible, have students attend "Career Day" in New Orleans sponsored by The Fashion Group of New Orleans.
3. List ways buyers can get information about customers.	
4. Identify six methods of contacting sources of supply.	
5. Identify the procedures used in determining a buying or merchandising plan.	Discuss the steps in the buying process. Point out that a buying plan is usually made for a 3 or 6 month period.
6. Prepare a buying plan for one type of merchandise.	
7. List information commonly contained on a purchase order and fill out a SAMPLE purchase order.	
8. Identify the merchandising techniques needed for fashion goods.	Have students review periodicals such as *Woman's Wear Daily* for merchandise information. Have students give examples of fads.
9. Distinguish between a physical inventory and a perpetual inventory.	

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with information

sheets.

C. Prepare audio-visual materials.

D. Collect resource materials and determine resource persons.

E. Provide vocabulary list.

F. Prepare test and answer sheets.

Have students interview a buyer or purchasing agent about his job. Prepare an oral presentation.

II. For the Student:

A. Review unit objectives.

B. Complete reading assignments.

C. Complete a buying plan for a selected item.

D. View and discuss audio-visuals.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. List of unit objectives.

B. Information sheets.

C. Assignment sheets.

D. Work sheet for calculating various types of discounts.

E. Sample inventory sheet.

F. Vocabulary list.

G. Test.

H. Answer sheet.

INSTRUCTOR'S NOTES

II. References:

Dorr, Eugene L., G. Henry Richert, Warren G. Meyer, and Peter G. Haines. *Merchandising: 2nd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1978.

Harris, E.Edward, Warren G. Meyer, and Peter G. Haines. *Retailing Principles and Practices: 7th Edition.* New York: Gregg Division McGraw-Hill Book Company, 1982.

Mason, Ralph E. and Patricia Mink Rath. *Marketing and Distribution: 3rd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1980.

Wingate, John W., Wayne G. Little, and Harland E. Samson. *Retail Merchandising: 9th Edition.* Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

3-C. PRICING

Suggested Time: 5-8 hours

INTRODUCTION

This unit emphasizes those factors that must be considered before deciding on a retail price. The final price must include expenses, risk of loss, and a margin of profit.

GOAL

At the completion of this unit the student should be able to predict the factors to be included in a retail price. He will be able to compute the amount of markup necessary for each item of merchandise.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Given a product or service, identify the overhead expenses that must be considered in determining a fair retail price.
2. Discuss the following factors affecting prices:
   - a. Cost of goods.
   - b. Desirability of the merchandise.
   - c. Possible markdowns.
   - d. Customary prices.
   - e. Supply and demand.
   - f. Competition.
3. Discuss how the following factors affect retail price:
   - a. Price lines.
   - b. Psychological pricing.
   - c. Fair trade laws.
   - d. One-price policy.
   - e. Leader.
   - f. Loss leader.
   - g. Markdown.
   - h. Sales price.
4. Apply the following equations to calculate retail prices:
   - a. Cost + Markup = retail
   - b. $M\% = \frac{\text{Markup}}{\text{Retail}}$
   - c. $= \frac{\text{Markdown}}{\text{Selling Price}}$

INSTRUCTOR'S NOTES

Stress that all money paid for an item above its cost is not necessarily profit. Expenses must be considered.

Have students list some typical overhead expenses. Stress why it is necessary for the selling price to be higher than the original cost of the item. (Discuss types of expenses such as security for jewelry stores)

Point out the difference between initial markup and maintained markup. Stress the difference between a leader and a loss leader. Have students consider the question, "Can an item be priced too low?"

SUGGESTED ACTIVITIES

I. For the Instructor:

INSTRUCTOR'S NOTES

- A. Determine and discuss unit objectives.
- B. Provide students with reading assignments and study guides.
- C. Prepare and use audio-visual material.
- D. Prepare sample problems for pricing equations.
- E. Evaluate student performance:
  - 1. Student tests.
  - 2. Answer sheets.
- F. Prepare case studies for student to put a fair price on selected items of merchandise.

II. For the Student:

- A. Review unit objectives.
- B. Complete reading assignments.
- C. Complete assignment sheet using pricing equations.
- D. Complete case study on pricing.
- E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

- A. Pretest.
- B. List of pricing equations.
- C. Sample problems.
- D. Case studies.
- E. Test.
- F. Answer sheets.

II. References:

Dorr, Eugene L., Henry G. Richert, Warren G. Meyer, and Peter G. Haines. Merchandising: 2nd Edition. New York: Gregg

INSTRUCTOR'S NOTES

Division McGraw-Hill Book Company, 1978.

Koeninger, Jimmy C. The Consumer's Purchasing Agent: The Retail Buyer. An instructional manual from the University of Ohio, Distributive Education Laboratory, Columbus, OH 43210.

Wingate, John W., Wayne G. Little, and Harland E. Samson. Retail Merchandising: 9th Edition. Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

3-D. SHRINKAGE AND STORE SECURITY

Suggested Time: 5-10 hours

INTRODUCTION

The increasing problem of inventory shrinkage is a serious threat to retailing. In retailing terms, inventory shrinkage is a decrease in the merchandise carried by the store for resale. Equally serious is the loss caused by employee theft. This unit will be concerned with the marketing student's responsibility in preventing this problem.

GOAL

At the completion of this unit the student will be aware of the scope of the shrinkage problem and how it is drastically cutting profits. He will know some of the reasons why employees and customers steal and how management attempts to stop it. Emphasis will be placed on the importance of the role of the salesperson in reducing theft. Included is a study of fraudulent checks and check cashing procedures.

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. Define and explain internal shrinkage and its causes.
2. Identify the type of customers who might fall under suspicion as potential shoplifters.
3. Use the correct procedure to follow if he sees or suspects a person of being a shoplifter.
4. Discuss the shoplifting laws.
5. Develop a campaign to stop shrinkage.
6. Cite methods used by employees who steal from the cash register.
7. Determine preventive methods that can be devised to stop inventory-shrinkage.
8. Discuss the importance of employee accuracy in relation to the entire

INSTRUCTOR'S NOTES

Dept. of Commerce estimates that as much as 80% of all retail shortages are Caused by employees.

Discuss what constitutes shop-lifting. Emphasize that switching price tags and Changing sizes of multi-piece Outfits are forms of shop-lifting.

Discuss other methods of employee pilferage such as taking ink pens, smocks or uniforms, eating food off the shelf.

Hold a shoplifting prevention Contest

INSTRUCTOR'S NOTES

shrinkage picture.

9. Identify a fraudulent check and a properly filled out one.
10. Be able to handle courteously and properly customers who present suspicious checks.

Have a bank officer come in and talk about passing fraudulent checks

SUGGESTED ACTIVITIES

I. For the Instructor:
   - A. Determine and discuss unit objectives.
   - B. Provide the student with reading assignments and study guides.
   - C. Prepare and use audio-visual materials.
   - D. Plan for a guest speaker.
   - E. Evaluate student achievement.

Deca's Shoplifting Prevention Competition could be discussed.

Pamphlets are available through the U.S. Gov't Printing Offices, Washington, D.C

Films may be borrowed from local businesses or the Chamber of Commerce.

Have a policeman speak on the laws concerning shoplifting.

II. For the Student:
   - A. Review unit objectives.
   - B. Complete reading assignments.
   - C. Discuss methods local employers use to prevent inventory shrinkage.
   - D. Give oral reports on outside readings.

Have each student report how his business deals with shoplifting.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

INSTRUCTOR'S NOTES

A. Pretest.

B. Information sheets.

C. Assignment sheets.

D. Tests.

E. Answers to tests.

II. References:

Everhardt, Richard. Store Security: Internal Shrinkage Control. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH 43210.

Hawley, Dean A. Store Security: Check Cashing Procedures and Cash Handling Control. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH 43210.

Store Security: Reducing Shoplifting. An Instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH 43210.

INSTRUCTOR'S NOTES

4-A. BASIC SALES TECHNIQUES

Suggested Time: 30 hours

INTRODUCTION

This basic unit introduces the fundamentals of the selling process which are basic to all selling careers. The student will begin his study with a suitable approach and move successively through the stages of determining a customer's needs, supplying him with product information, making a sales presentation, overcoming objections, and closing the sale.

GOAL

At the completion of this unit the student will have gained an understanding of the basic selling process. He will have become aware of opportunities in a sales career. He will be able to complete a merchandise information manual

SCORE SHEET FOR DEMONSTRATION SALES

(On each line, check one column)

Student Salesperson Rated ______________________________

		Poor	Fair	Good	Excellent
Advance Preparation:	Merchandise & Displays	0	1	2	3
The Salesperson:	Good Health	0	1	2	2
	Suitable Dress	0	1	2	3
	Suitable Grooming	0	1	2	3
	Correct Posture	0	1	2	2
	Pleasant Voice	0	1	2	3
	Absence of Mannerisms	0	1	2	2
The Approach:	Right Timing	0	1	3	4
	Correct Greeting	0	1	2	3
	Interested Manner	0	2	4	6
Determination of Customer Wants:	Clear Comprehension	0	1	3	5
	Ready Location of Mdse.	0	1	3	5
Presentation:	Effective Display	0	1	2	3
	Smooth Demonstration	0	1	2	3
	Customer Activity Secured	0	1	3	4
	Right Opening Remarks About Merchandise	0	2	3	5
Knowledge of Merchandise:	As Exhibited Throughout Sales Talk	0	2	4	6
Meeting of Objections:	Right Attitude Toward Objections	0	2	3	5
	Convincing Answers	0	2	3	5
Close:	Attempt Well Timed	0	1	3	4
	Phrasing Impelling	0	1	3	5
Plus Selling:	Intelligent Suggestions Made	0	2	3	5
	Inviting Leave Taking	0	2	3	5
Mechanical Closing:	Quick, Accurate, Smooth	0	1	2	3
Sustained Attitude:	Helpful, Genuine Interest	0	2	4	6
TOTAL OF SCORE:	____________	0	(33)	(67)	(100)

Remarks: ____

____

Rater: ____

Taken from Retail Merchandising.

SALES PRESENTATION EVALUATION

Salesman's Name ______________ Evaluated by ______________

Situation

Easy	Fair	Difficult
1	2	3

Approach (Did his/her presentation get your attention?)

Poor	Fair	Good
1	2	3

Presentation (Did he/she do a good job of convincing you to buy?)

Poor	Below Average	Fair	Good	Excellent
1	2	3	4	5

Handling Objections (Did he/she use the techniques discussed in class?)

Poor	Below Average	Fair	Good	Excellent
1	2	3	4	5

Close (Did he/she use the techniques discussed in class?)

Poor	Below Average	Fair	Good	Excellent
1	2	3	4	5

Toughness of Buyer

Easy	Fair	Difficult
1	2	3

TOTAL POINTS ____________*

What did you like about the presentation?

What did you dislike about the presentation?

* 0-15 - F
16-18 - D
19-20 - C
21 - B
22-24 - A

and make an effective demonstration sale. He will have a knowledge of why customers buy and how to influence their decisions.

PERFORMANCE OBJECTIVES

After this unit the student will be able to:

1. Define salesmanship.
2. Differentiate between a salesperson and a sales clerk.
3. List the personal qualities a salesman should possess.
4. List the steps in making a sale.
5. List the types of approaches.
6. Select the most suitable approach, given several selling situations.
7. List several methods of determining customer needs.
8. Identify and appeal to different buying motives.
9. Differentiate between objections and excuses.
10. Given a variety of objections, overcome each with a proper response.
11. Give reasons for "trading up" and list types of "suggestion" selling.

INSTRUCTOR'S NOTES

Ask the question, "Who is a salesman?" Stress that everybody is called upon to "sell" something at some point.

Define order-taking as opposed to creative selling.

Have students list qualities they feel are important.

South Central Bell has an excellent film, "The Sales Game," which covers each step of the sale.

Stress the importance of observing and listening to the customers.

Customers buy benefits as opposed to features.

Point out the differences between "bait and switch" (illegal) as opposed to trading up.

	INSTRUCTOR'S NOTES
12. Given a list of customer responses including comments, questions and actions, identify those that are possible buying signals.	Have students role play, making the audience responsible for pointing out buying signals.
13. List in writing several specific techniques for closing a sale.	Explain the purpose of the "trial close."
14. Given a conversation between a salesman and a customer, determine at which points the customer reaches the following stages: a. Attention. b. Interest. c. Desire. d. Conviction. e. Action. In the same dialogue identify: a. The Approach. b. The Main Body of the Presentation. c. The Close.	Students might also write a conversation, and then label the various parts.
15. Demonstrate the ability to perform the following personal sales functions effectively in an actual sales demonstration as outlined in the DECA Handbook:	Have each student perform an actual sales demonstration patterned according to the given factors.

- a. Approach customers.
- b. Identify their wants and needs.
- c. Present merchandise.
- d. Substitute merchandise.
- e. Trade up.
- f. Handle objections and excuses.
- g. Use suggestion selling.

16. Given a list of buying motives, classify them as:
    - a. Emotional.
    - b. Rational.
    - c. Product.
    - d. Patronage.
17. Match specific product selling points to an individual customer's buying motives.
18. List several reasons why product knowledge is essential to a salesman.
19. List at least 5 potential sources of product knowledge.
20. Describe how product knowledge is helpful when encouraging a cus-

INSTRUCTOR'S NOTES

There is an excellent unit on Planning a Sales Presentation in the text, *Selling, Helping Customers Buy*, available from Southwestern Publishing Company.

Have students research a product through various sources and prepare a product information manual. Stress the usefulness of surveys of family members and customers as sources.

	INSTRUCTOR'S NOTES
tomer to trade up.	
21. List 5 basic buying decisions every customer must make.	
22. Differentiate among the several basic ways people make decisions when buying merchandise and services: a. Reasons. b. Emotions. c. Impulses.	Demonstrate how each can be used to sell a product.
23. Given a list of products, classify them as: a. Convenience goods. b. Shopping goods. c. Specialty goods.	Point out the different techniques that could be used for each. Ask which benefit the customer would be buying.
24. Prepare a merchandise information manual as outlined in the DECA Handbook to demonstrate his ability to gather product knowledge.	
25. Relate how the skills he learns in this unit may be used in his day-to-day job in marketing.	Stress that people "sell" at many times in their lives. All of them had to "sell" themselves and their skills to get a job.
26. Define the terms used in conjunction with the basic selling unit.	

INSTRUCTOR'S NOTES

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Study guides and information sheets:
  - 1. Case studies.
  - 2. Sample sales presentations.
  - 3. Vocabulary list.
  - 4. Instructions for preparing merchandise information manuals.
- B. Assignment sheets:
  - 1. Product analysis sheet.
  - 2. Sales demonstration evaluation sheets.
- C. Records or cassettes on selling.
- D. Films and filmstrips on selling.
- E. Transparencies: Set #7002 available through 3-M Co.
- F. Tests.
- G. Answer sheets.

II. References:

Basic Selling. University of Texas Instructional Series. University of Texas, Division of Extension, Distributive Education Department, Austin, TX, 1962.

Bodle, Yvonne Gallegos and Joseph A. Corey.

INSTRUCTOR'S NOTES

Retail Selling: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1977.

Ernest, John W. and Richard I. Ashmon. Selling Principles and Practices: 5th Edition. New York: Gregg Division McGraw-Hill Book Company, 1980.

Harding, James. Retail Selling is Fun. Danville, IL: Interstate Printers and Publishers, Inc., 1970.

Harris, E. Edward, Warren G. Meyer, and Peter G. Haines. Retailing, Principles and Practices: 7th Edition. New York: Gregg Division McGraw-Hill Book Company, 1982.

Wingate, Isabel B., Karen R. Gillespie and Betty Addison. Know Your Merchandise: 4th Edition. New York: Gregg Division McGraw-Hill Book Company, 1975.

Wingate, John W. and Carroll A. Nolan. Fundamentals of Selling: 10th Edition. Cincinnati, OH: South-Western Publishing Company, 1976.

INSTRUCTOR'S NOTES

4-B. ADVERTISING

Suggested Time: 10-15 hours

INTRODUCTION

The success of any business enterprise depends upon sales. This unit emphasizes the importance of the role advertising plays in maintaining and increasing sales in a business enterprise.

GOAL

At the completion of this unit the student will be aware of the career possibilities in the field of advertising. He will have an understanding of the importance of the function of advertising in the American economy. He will be familiar with the various methods, techniques, and concepts of advertising.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Trace the advertising activities involved in the marketing of a specific item.
2. List the major elements of an advertisement.
3. List career possibilities in the advertising field.
4. Prepare the advertising layout for product.
5. Discuss the characteristics of an effective advertising plan.
6. Compare the advantages and disadvantages of each advertising medium.
7. Write basic advertising copy for a given piece of merchandise.
8. Plan an advertising campaign for a specific product.
9. Plan and prepare a sales presentation for a hypothetical firm that is a prospective advertiser.
10. Apply a specific method of measuring

INSTRUCTOR'S NOTES

Discuss the various types of advertising.

Display ads include illustrations.

Encourage students to research in D.O.T.

Familiarize students with preparation by visiting the local newspaper.

Good panel or debate question. Be sure to include the media other than the obvious such as catalogs, handbills, outdoor advertising

Ask the question, "Is advertising that important for a business?"

INSTRUCTOR'S NOTES

the effectiveness of an advertisement.

11. Demonstrate the ability to plan and prepare an advertisement as outlined in the DECA Handbook.
12. Describe the effects of advertising on the economy.
13. List the factors a retailer must consider when deciding what, how much, and when to advertise.

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with advertising layouts and study guides.
- C. Prepare audio-visual materials.
- D. Collect resource materials and determine resource persons.
- E. Assign readings in texts and manuals.
- F. Evaluate student achievement.

II. For the Student:

- A. Review unit objectives.
- B. Study and critique advertising layouts.
- C. Read assigned texts and manuals.

INSTRUCTOR'S NOTES

D. Participate in class discussions.

E. Relate how this unit is relevant to his career goal.

F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Advertising layouts.

B. Transparencies and filmstrips.

C. References and texts.

D. Audio-visual materials.

E. Tests.

F. Answers to tests.

II. References:

Antrim, William H. Advertising: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

Introduction to Advertising. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH 43210.

INSTRUCTOR'S NOTES

Samson, Harland E. Advertising, Planning and Techniques. Cincinnati, OH: South-Western Publishing Company, 1979.

----------------- and Wayne G. Little. Display Planning and Techniques. Cincinnati, OH: South-Western Publishing Company, 1979.

Wingate, John W., Harland E. Samson, and Wayne G. Little. Retail Merchandising: 9th Edition. Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

4-C. VISUAL MERCHANDISING

Suggested Time: 10-15 hours

INTRODUCTION

Display and promotion is that area of visual merchandising dealing with sales strategy. This unit emphasizes those factors--display, sales promotion, publicity, and public relations--which are most effective at the point of sale.

GOAL

At the completion of this unit the student will be aware of careers related to display and promotion. He will have a knowledge of the underlying principles and will be able to prepare displays and lay out promotional campaigns.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. List and describe the principal jobs in display and promotion.
2. List the qualifications for careers in display and promotion.
3. Identify a window display by type and describe its most distinguishing features.
4. Identify the steps to be followed in planning and creating a display.
5. Identify an interior display by type and describe its distinguishing features.
6. Judge an assigned display using the DECA Handbook rating sheet as a guide. Give reasons why the display rated a low, medium, or high score.
7. Identify the outstanding design components of a display and explain how the elements of color are used to create a pleasing (or displeasing) effect.
8. Select an appropriate design arrangement using an assortment of store

INSTRUCTOR'S NOTES

Encourage students to research in D.O.T.

Have interested students prepare reports on qualifications and education.

With lines and shapes, have students illustrate the various principles and elements of design.

Have students prepare displays in class, or merchandise. Use merchandise of the approaching season.

9. Select the most appropriate materials for an assigned display.
10. Plan a series of promotional activities which a manufacturer could introduce at the retail level involving a consumer product.
11. Prepare a publicity release for a store opening.
12. Plan a program to promote desirable public relations with employees, customers, and the community.

INSTRUCTOR'S NOTES

have them bring snap-shots of displays prepared at work.

As a prerequisite, have students collect materials, etc from the introduction of a new product or a grand opening of a new business.

SUGGESTED ACTIVITIES

I. For the Instructor:

A. Determine and discuss unit objectives.

B. Provide students with display material and study guides.

C. Prepare audio-visual materials.

D. Collect resource material and determine resource persons.

E. Assign readings in texts and manuals.

F. Arrange for a field trip.

G. Evaluate student achievement.

Visit a nearby shopping center or mall to rate displays.

INSTRUCTOR'S NOTES

II. For the Student:

A. Review unit objectives.

B. Study and critique display layouts.

C. Read assigned texts and manuals.

D. Participate in class discussions.

E. Relate how this unit is relevant to his career goal.

F. Take test.

INSTRUCTIONAL MATERIALS

Some local businesses may lend/donate display materials and/or give demonstrations.

I. Included in this unit:

A. Display materials.

B. Transparencies and filmstrips.

C. References and texts.

D. Audio-visual materials.

E. Tests.

F. Answers to tests.

II. References:

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

"You Be the Judge!" Display. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory Columbus, OH 43210.

INSTRUCTOR'S NOTES

Samson, Harland E. Advertising, Planning and Techniques. Cincinnati, OH: South-Western Publishing Company, 1978.

------------------ and Wayne, G. Little. Display Planning and Techniques. Cincinnati, OH: South-Western Publishing Company, 1979.

Smith, Gary R. Display and Promotion: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Wingate, John W., Wayne G. Little, and Harland E. Samson. Retail Merchandising: 9th Edition. Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

5-A. CAREERS IN MARKETING

Suggested Time: 10 hours

INTRODUCTION

This unit focuses on information concerning career opportunities in the field of marketing. Emphasis is placed on the student making an intelligent career selection based on necessary facts to help him match his interests and aptitudes with the requirements of available jobs and future jobs. This study should make students aware of the constant changes taking place in the business world and the opportunities of entering into a higher position in his career choice, including possible ownership of a selected business.

GOAL

At the completion of this unit the student will have gained an awareness of the varied career opportunities in the field of marketing. He should realize the importance of realistically matching his aptitudes, interests, and skills to a career suitable for him.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Identify and list at least 20 jobs in his marketing interest and make oral reports, as outlined in the DECA Handbook, on selected ones.
2. Select career goals that are realistic in terms of his abilities and interests now and in the future.
3. Identify and describe job opportunities available in his local community.
4. Locate and use sources of educational and vocational information in choosing a career.
5. Develop in writing a job description to evaluate his own qualifications in

INSTRUCTOR'S NOTES

Encourage students to use the D.O.T. They can also write to various technical schools and colleges for information.

Help students to realize that not all jobs are readily available in all locations.

Have students complete a personal data sheet.

relation to these descriptions.

6. Discuss the significance of continuing his education in marketing on the post high school level.

Discuss the scholarships available through Deca. and/or through his job.

7. Prepare a career manual which includes his plans to achieve these goals.

SUGGESTED ACTIVITIES

I. For the Instructor:

  A. Determine and discuss unit objectives.
  B. Provide students with information sheets, study guides and job analysis sheets.
  C. Prepare audio-visual materials.
  D. Collect resource materials.
  E. Determine resource persons.
  F. Plan field trips.
  G. Assign readings on careers in marketing.
  H. Provide occupational interest tests.
  I. Lead class discussion on job opportunities.
  J. Evaluate student achievement:

Have students interview at least one person in his field of career interest..

INSTRUCTOR'S NOTES

  - a. Test.
  - b. Manuals.

II. For the Student:

- A. Review unit objectives.
- B. Complete reading assignments.
- C. Study information sheets and study guides.
- D. Preparatory students will relate this study to preparation of Louisiana DECA's Careers in Distribution manual.
- E. Complete an occupational interest test.

Guidance Counselors can give general such as the ASVAB.

- F. Determine career objectives. Indicate step-by-step plans for becoming proficient in the career. Include plans for improvement in school and at the training station.
- G. Buzz session on "What makes people work and why they choose their careers."
- H. Listen to outside speaker and relate this to his own career plans.

Have former Deca students indicate how their careers have gone

- I. Review career pamphlets and make oral presentations to the class.

J. Interview a successful person in a career that is of interest to the student.

K. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:
   A. Information sheets.
   B. Study guides.
   C. Job analysis sheets.
   D. Audio-visuals:
      * Transparencies
      * Slides
      * Tapes
      * Bulletin boards
      * Career pamphlets
   E. Occupational interest tests.
   F. Vocabulary list.
   G. Occupational handbooks.
   H. Dictionary of occupations.

II. References:

Bikkie, James A. Careers in Marketing: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

INSTRUCTOR'S NOTES

D. E. could sponsor a "career day" by inviting professionals from various fields to the school to speak to students about entrance into and qualifications for various careers.

The filmstrip "Researching Careers," (Item #2874) is available from McKnight Publishing Co. P.O. Box 2854, Bloomington, Illinois 61701

INSTRUCTOR'S NOTES

Dictionary of Occupational Titles: 3rd Edition. Volumes I and II. U. S. Department of Labor, 1980-81.

Mason, Ralph E. and Patricia Rath. Marketing and Distribution: 3rd Edition. New York: Gregg Division McGraw-Hill Book Company, 1980.

Occupational Outlook Handbook. 1981 Edition. U. S. Department of Labor.

INSTRUCTOR'S NOTES

5-B. CREDIT AND COLLECTIONS

Suggested Time: 5-10 hours

INTRODUCTION

In this unit the student will become familiar with what has become known as the lifeblood of business. This unit provides the principles of offering credit to the American consumer. According to the National Retail Credit Association, 95 percent of our country's population uses credit in some form at some time.

GOAL

At the completion of this unit the student will be able to determine whether credit should be offered to the consumer and, if so, which type to offer him. He will be able to screen applicants and develop a plan to collect past due accounts.

INSTRUCTOR'S NOTES

GOAL

After completing this unit the student will be able to:

1. Define credit.
2. Explain the following advantages of credit:
    a. Credit makes regular customers.
    b. Credit customers are less price conscious.
    c. Credit customers buy more freely.
    d. Credit builds confidence.
    e. Credit offers a preferred trade.
    f. Credit smooths out business peaks.
    g. Credit builds retail profit.
3. List and explain the following disadvantages of credit:
    a. Ties up capital.
    b. Extra bookkeeping expenses.
    c. Collection expense.
    d. Bad debt losses.
4. Compare the following credit plans:
    a. Open or regular.
    b. Revolving.

#2 and #3 are good panel or debate questions

INSTRUCTOR'S NOTES

- c. Installment.

5. Explain the 3 C's of credit:
    - a. Character.
    - b. Capacity.
    - c. Capital.
6. List the six questions a credit manager should ask:
    - a. Who is he?
    - b. Where is he?
    - c. What does he do?
    - d. Is he able to pay?
    - e. Will he pay?
    - f. Can he be made to pay?
7. Know the following five methods of collection:
    - a. Statements.
    - b. Telephone calls.
    - c. Collection letters.
    - d. Collection services.
    - e. Legal action.
8. Discuss the following terms:
    - a. Credit card.
    - b. Credit bureau.
    - c. Credit limit.
    - d. Conditional sales contract.

Discuss the Consumer Protection Laws under the Fair Credit Billing Act.

e. Chattel mortgage.

9. Identify several careers in the credit industry.

10. Prepare a plan to collect overdue accounts for a given business.

SUGGESTED ACTIVITIES

I. For the Instructor:
  - A. Determine and discuss unit objectives.
  - B. Provide student with reading assignments and study guides.
  - C. Prepare and use audio-visual materials.
  - D. Plan for guest speaker from Credit Bureau or credit department.
  - E. Evaluate student performance:
    - a. Student tests.
    - b. Answer sheets.

II. For the Student:
  - A. Review unit objectives.
  - B. Complete reading assignments.
  - C. Prepare a plan for collecting past due accounts.
  - D. Research career possibilities in credit.

INSTRUCTOR'S NOTES

Film, *To Your Credit*, available from General Mills, Inc. Box 1113, 9200 Wayzatta Blvd. Minneapolis, Minn. 55440

Pamphlets:

① *The Story of Consumer Credit*, Federal Reserve Bank of New York. Public Info. Dept. 33 Liberty St. New York, New York

② *Truth In Lending*, FDIC 550 17th St., Northwest, Washington, D.C. 20429

Contact local bank Credit dept. for information.

INSTRUCTOR'S NOTES

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

A. Pretest.

B. Credit application blanks.

C. Sample credit bureau reports.

D. Sample collection reminders and letters.

E. Tests.

F. Answer sheets.

Applications may be secured from department stores such as Sears or from the banks.

II. References:

Buckner, Leroy M. Customer Services: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Kohns, Donald P. Credit and Collections: 2nd Edition. Cincinnati, OH: South-Western Publishing Company, 1977.

Principles of Credits and Collections. State Department of Education of Louisiana, Distributive Education Section, Baton Rouge, LA 70804, 1967.

INSTRUCTOR'S NOTES

5-C. CASHIERING

Suggested Time: 5-10 hours

INTRODUCTION

This unit focuses on those activities necessary to develop the student's skills in recording a sale, making change, and using a cash register. Emphasis will be placed throughout on speed and accuracy. In this study, the student should become familiar with the vocabulary necessary for success in careers in which cashiering is essential. At the completion the student should also have developed an insight into the importance of desirable customer relations.

GOAL

After completing this unit the student should be able to demonstrate with 100 percent accuracy the ability to record a sale, make change, and use a cash register. He will have gained an understanding of the importance of developing a favorable store image in the minds of the customers.

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. List the functions of a cash register.
2. Identify all parts of a cash register and explain their functions.
3. Operate a cash register quickly and accurately, using the touch system.
4. Describe the methods commonly used to correct errors made while ringing up a sale.
5. List in order the steps that are to be taken when computing change manually.
6. Count back change to a customer correctly.
7. List several methods that are used to short change checkers during the change making process and de-

INSTRUCTOR'S NOTES

Students who regularly operate a cash register could prepare posters and demonstrate the process by which they do their jobs.

A cash register distributor could demonstrate the newer registers and provide manuals and brochures.

Discuss methods local businesses use to deal with overrings and voids.

Stress that change should be counted back once to the checker and then recounted back to the customer.

Discuss methods used to defraud checkers such as money manipulators, change sluffers, marked-bill passers, short change art[illegible]s; split-bill passers and tell scribe correct checker actions.

8. Prepare error-free sales checks and record them on a cash register.
9. List and summarize the responsibilities of a checker.
10. Distinguish between those traits that are considered acceptable and unacceptable in customer relations.
11. Define the vocabulary terms necessary to perform cashiering functions.
12. Demonstrate his proficiency in performing non-cash sales, such as credit cards, charge plates, and checks.

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with information sheets and study guides.
- C. Prepare audio-visual materials.
- D. Collect resource materials and determine resource persons.
- E. Discuss and demonstrate procedures

INSTRUCTOR'S NOTES

dippers. Methods of counterfeiting should also be discussed.

Develop a list of basic procedures to follow in each of these situations.

INSTRUCTOR'S NOTES

outlined in the study guide.

- F. Evaluate student achievement:
    - a. Tests on information presented.
    - b. Performance tests.

II. For the Student:

- A. Review unit objectives.
- B. Study information sheets and guides.
- C. Demonstrate ability to make change, to record a sale, and to use the cash register.
- D. Practice using the register to develop speed and accuracy.
- E. Take tests.

Have each student complete a series of transactions using play money on the cash register.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Study guides
- B. Transparencies.
- C. Cash register and sales slips.
- D. Problem sheets.
- E. Tests.
- F. Test answer sheets.

INSTRUCTOR'S NOTES

II. References:

Edison, Judith E. and Kenneth H. Mills. Checker-Cashier. Cincinnati, OH: South-Western Publishing Company, 1969.

Logan, William B. and Max H. Freeman. Merchandising Mathematics. New York: Gregg Division McGraw-Hill Book Company, 1973.

Tips on Making Change. Dayton, OH: The National Cash Register Company.

5-D. INDIVIDUAL INCOME TAX

Suggested Time: 3-5 hours

INTRODUCTION

Because income tax information is essential to every American worker, this unit is included in the basic study. The instruction is designed to teach a student how to prepare his own tax forms, both State and Federal, and to have a knowledge of tax laws relating to them.

GOAL

At the completion of this unit the student will be able to understand the basis for income taxes and tax laws on both the Federal and State levels as they apply to the individual. He will have a knowledge of the mechanics of completing an IRS tax form and a Louisiana individual income tax return.

INSTRUCTOR'S NOTES

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Define what is meant by a voluntary tax compliance system.
2. List several areas on which the largest portion of the tax dollar is spent.
3. Define the role of the Internal Revenue Service.
4. Determine correctly who must file a tax return.
5. Determine the correct amount of tax that is to be paid using both the Louisiana and the IRS tax tables.
6. Complete correctly the current IRS tax form 1040, and the Louisiana Individual Income Tax form.
7. Discuss careers in tax.
8. Prepare his own State and Federal tax returns.
9. Define terms used in the study of this unit.

All of this material is well covered in the booklet, "Your Federal Taxes" available from the IRS. They also offer some excellent films, all free of charge.

State tax tables and charts are available from Baton Rouge.

INSTRUCTOR'S NOTES

SUGGESTED ACTIVITIES

I. For the Instructor:

  A. Determine and discuss unit objectives.

  B. Prepare assignment and information sheets.

  C. Collect Federal and State income tax forms.

  D. Prepare transparencies.

  E. Evaluate student achievement.

II. For the Student:

  A. Review unit objectives.

  B. Complete assignment sheets.

  C. Prepare and mail completed Federal and State income tax forms.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Information sheets.

  B. IRS tax teaching materials.

  C. Sample tax forms and related documents.

  D. Assignment sheets.

Pamphlets and films may be obtained from the IRS free of charge.

II. References:

Federal Income Tax. An instructional manual from the University of Ohio, Columbus,

INSTRUCTOR'S NOTES

OH, 1970.

Internal Revenue Service. Instructional materials.

INSTRUCTOR'S NOTES

5-E. TELEPHONE TECHNIQUES FOR MARKETING

Suggested Time: 1-2 hours

INTRODUCTION

So much business is transacted by telephone today that an employee who develops proper telephone techniques becomes a great asset to his company and thus will have an even greater potential for progressing in his career.

GOAL

At the completion of this unit the student will have become proficient in the use of the telephone as it is associated with marketing.

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

1. Demonstrate his ability to make and receive business telephone calls.
2. Demonstrate his ability to prepare and make a sale using the telephone.
3. List and use various telephone resources.
4. List and demonstrate those elements that are considered desirable in a telephone personality.

INSTRUCTOR'S NOTES

A South Central Bell representative will set up the teletrainer and discuss proper telephone techniques.

SUGGESTED ACTIVITIES

I. For the Instructor:
   A. Determine and discuss unit objectives.
   B. Provide student with assignments and study guides.
   C. Prepare and use audio-visual materials.
   D. Secure either a resource person, tape recorder, or teletrainer.
   E. Determine cases for role playing.
   F. Prepare test for student evaluation.

South Central Bell has many excellent pamphlets and films.

II. For the Student:
   A. Review unit objectives.
   B. Compete assignments.
   C. Participate in role-playing.

D. Relate material presented in this unit to individual on-the-job needs.

E. Demonstrate proficiency through test scores.

INSTRUCTOR'S NOTES

Discuss when the telephone might be pertinent to An individual on the job. Demonstrate the Correct procedure to answer the phone.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. List of unit objectives.
- B. Information sheet.
- C. Assignment sheet.
- D. Case situations.
- E. Teletrainer.
- F. Means of evaluation and expected responses.

II. References:

Bodle, Yvonne Gallegos and Joseph A. Corey. Retail Selling: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1977.

Harris, E. Edward, Warren G. Meyer, and Peter G. Haines. Retailing Principles and Practices: 7th Edition. New York: Gregg Division McGraw-Hill Book Company, 1982.

Wingate, John W. and Carroll A. Nolan. Funda-

mentals of Selling: 10th Edition. Cincinnati, OH: South-Western Publishing Company, 1976.

---------------, Wayne G. Little, and Harland E. Samson. *Retail Merchandising: 9th Edition.* Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

5-F. PARLIAMENTARY PROCEDURE

Suggested Time: 3-5 hours

INTRODUCTION

The purposes of parliamentary procedure are to enable an organization to transact business with speed and efficiency, to protect the rights of each individual, and to preserve a spirit of harmony. This unit of instruction will take the mystery out of conducting a meeting.

NOTE: This unit may be used at any level of instruction in Marketing and Distributive Education.

GOAL

At the completion of this unit, the student will understand the need for conducting an organizational meeting by correct parliamentary pro-

INSTRUCTOR'S NOTES

cedure. He will know that one subject at a time is considered, but full and free debate is allowable; each member at a meeting has equal rights; the majority rules, but the rights of the minority are respected.

PERFORMANCE OBJECTIVES

On completing this unit the student will be able to:

1. List the correct order of business sequence for a DECA Chapter meeting.
2. Make a motion using correct parliamentary procedure.
3. Identify the types of motions.
4. Define a list of terms necessary to understand basic parliamentary procedure.
5. Demonstrate the ability to modify a motion using one of the several methods of amendment.

May be ordered from the Deca Guide

SUGGESTED ACTIVITIES

I. For the Instructor:

INSTRUCTOR'S NOTES

- A. Determine and discuss unit objectives.
- B. Prepare a list of terms.
- C. Prepare role-playing situations.
- D. Collect resource material.
- E. Assign readings from DECA Handbook.
- F. Prepare study guides.

II. For the Student:

- A. Review unit objectives.
- B. Study list of terms.
- C. Study information sheets.
- D. Complete reading assignment.
- E. Demonstrate the ability to make and amend motions through role-playing.
- F. Review and relate resource materials to his own needs.
- G. Ascertain importance of using correct parliamentary procedure in DECA meetings.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Study guide.
- B. Information sheets.
- C. Vocabulary list.

INSTRUCTOR'S NOTES

D. Situations for role-playing.

E. Copies of DECA Handbook.

II. References:

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

Louisiana Distributive Education Clubs Handbook. State Department of Education, Baton Rouge, LA, 1980.

Robert's Rules of Order. New revised. Glenview, IL: Scott, Foresman and Company, 1970.

INSTRUCTOR'S NOTES

5-G. JOB APPLICATION AND INTERVIEW

Suggested Time: 5-10 hours

INTRODUCTION

This unit focuses on the techniques of applying and interviewing for a job. These will include locating job sources, obtaining an interview, preparing for it, and conducting oneself appropriately during an interview. The student should be able to fill out an application blank correctly and prepare a personal data sheet. In this study he will become aware of the different pre-employment tests as well as the law concerning employment of minors.

GOAL

At the completion of this unit the student will be able to locate a job, apply for it, and conduct himself properly during the interview.

He will be able to complete an application form and prepare a personal data sheet. The student will understand the laws concerning his employment and will be familiar with the types of pre-employment tests used by many employers. This unit will be applicable to anyone applying for employment, regardless of career intent.

PERFORMANCE OBJECTIVES

On doing this unit the student will be able to:

1. Identify various sources for finding job openings (employment opportunities).
2. Obtain an interview for employment.
3. Conduct himself properly during an employment interview.
4. Complete a job application form accurately and prepare a personal data sheet.
5. Demonstrate proper personal grooming.
6. Demonstrate the techniques in applying for employment as outlined in the DECA Handbook.
7. List steps to follow after completing a job interview.

INSTRUCTOR'S NOTES

Stress that there are other methods for finding jobs besides the newspaper.

A brief discussion on body language would be relevant.

Secure some sample applications from local businesses.

Emphasize the importance of good grooming and proper make-up procedure.

Secure a make-up consultant (Mary Kay or Merle Norman) to demonstrate proper business make-up.

Stress that blue jeans is not proper attire for a job interview.

8. Demonstrate proficiency in completing pre-employment test samples.
9. Summarize laws relevant to his employment.
10. Find employment using these techniques.

SUGGESTED ACTIVITIES

I. For the Instructor:

   A. Determine and discuss unit objectives.
   B. Provide students with information sheets and study guides.
   C. Prepare audio-visual materials.
   D. Provide blank application forms, sample pre-employment tests, and labor laws for minors.
   E. Collect resource materials and determine resource persons.
   F. Evaluate student's achievement.
   G. Coordinate Job Interview Contest as outlined in DECA Handbook with learning activities.

II. For the Student:

   A. Review unit objectives.
   B. Study information sheets.

INSTRUCTOR'S NOTES

Stress the need to follow up on applications and interviews.

Filmstrip "Preparing fo[illegible] Interview" free loa[illegible] local J.C. Penney.

Film, "Applying for a Job" Encyclopedia Britannica Educational Corp. 425 N. Michigan Ave. Chicago, Illinois 60611

Contact Employment Security for a Speaker and Pamphlets. They may also judge student mock interviews.

APPLICATION FOR EMPLOYMENT

AN EQUAL OPPORTUNITY EMPLOYER

LAST NAME	FIRST NAME	MIDDLE NAME	BIRTH DATE
MR. ☐ ☐ MISS MRS. ☐ ☐ MS.	YOUR SOCIAL SECURITY NUMBER	ARE YOU A U.S. CITIZEN	IF NOT, TYPE OF VISA HELD

PRESENT ADDRESS

PHONE NUMBER

PERMANENT U.S. ADDRESS (IF DIFFERENT FROM PRESENT ADDRESS)

PHONE NUMBER

TYPE OF WORK DESIRED

SALARY WANTED $ PER

WHEN WILL YOU BE AVAILABLE

WOULD YOU ACCEPT FOREIGN SERVICE?

ARE YOU EMPLOYED AT PRESENT?

REASON FOR LEAVING OR WISHING TO CHANGE

PRESENT OR LAST SALARY $ PER

GEOGRAPHICAL RESTRICTION, IF ANY (EXPLAIN)

IF EVER EMPLOYED BY TEXACO OR SUBSIDIARIES STATE WHERE, WHY YOU LEFT AND WHEN

EDUCATION NAMES OF SCHOOLS	LOCATION	YEARS ATTENDED FROM	YEARS ATTENDED TO	WERE YOU GRADUATED?	COURSE
GRADE SCHOOL					
HIGH SCHOOL					
CORRESPONDENCE, TRADE OR BUSINESS SCHOOL					
COLLEGE OR UNIVERSITY		MO. YR.	MO. YR.		DEGREE AND MAJOR

LIST FOREIGN LANGUAGES AND INDICATE WHETHER FAIR, GOOD, OR FLUENT

SPEAK READ WRITE

WHAT EDUCATIONAL COURSES ARE YOU NOW TAKING, AND WHERE?

IF NOW IN COLLEGE, OR A RECENT GRADUATE, COMPLETE THIS SECTION

UNDERGRADUATE GRADE POINT AVERAGE: ____ OF POSSIBLE ____. GRADUATE GRADE POINT AVERAGE: ____ OF POSSIBLE ____.

SCHOLASTIC HONORS (INCLUDE SCHOLARSHIPS AND FELLOWSHIPS)

COLLEGE ACTIVITIES (ATHLETIC, FRATERNAL, ETC. OTHER THAN RELIGIOUS, RACIAL, OR NATIONALITY)

FACULTY REFERENCES (AT LEAST THREE: GIVE NAME, TITLE AND ADDRESS)

	SUBJECT	ADVISOR
THESIS – MASTER'S		
– DOCTOR'S		

PREVIOUS EMPLOYMENT GIVE YOUR BUSINESS RECORD FOR THE LAST TEN YEARS BEGINNING WITH PRESENT OR MOST RECENT EMPLOYER

NAME OF COMPANY	FULL ADDRESS	SUPERVISOR'S NAME	YOUR OCCUPATION	DATES FROM MO. YR.	DATES TO MO. YR.

ADJUSTER QUESTIONNAIRE

PERSONAL DATA

Date: ____________________ 19______

Name: ______________________________ Age ______ Date of Birth ____________________

College Address: Street ____________________ City ____________________ State ______

Home Address: Street ____________________ City ____________________ State ______

Phone No. ______________ Married? ______________ (yes or no) No. of Children ______________ Ages ______

Social Security No. ____________________

Height ______________ Weight ______________ Own Auto? ______________ (yes or no) Make & Year ____________________

Do you own home? ______________ Do you own furniture? ______________ Rooms? ______________

Name of Parents ____________________ Address ____________________

Father's Occupation ______________________________

HEALTH DATA

Health ____________________ Wife's Health ____________________

D[illegible] of last physical examination ____________________

H[illegible] you been hospitalized or undergone surgery in the last five years? ______________ If yes, explain.

____

Have you ever been treated for a nervous or mental disorder? ______________ If yes, explain.

____

____

EDUCATIONAL DATA

		Mo. & Year Grad.	Degree	Average Grade
College:	Name & City			
Graduate School:	Name & City			

List Major Subject: ____________________ Minor: ____________________

Did you pay any of College Expense? ______________ Percentage ______________

List Campus Activities (honorary, scholastic, professional and social fraternities - campus offices - athletics, etc.)

____

____

PREVIOUS EMPLOYMENT RECORD (Full or Part Time):

Employer	City	From	To	Best Salary

INSTRUCTOR'S NOTES

C. Fill out blank application sheets.

D. Prepare a personal data sheet.

E. Practice taking sample employment tests.

Have students dress for an interview and take pictures for the data sheets.

F. Role-play in job interviews.

G. Take a test.

H. Apply for a marketing job.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

- A. Study guides and information sheets.
- B. Visual aids.
- C. Blank application forms, sample pre-employment tests, copies of labor laws, interview rating sheet.
- D. DECA Handbook.
- E. Tests.
- F. Answer sheets.

The Work Book, McKnight Publishing Co. Bloomington, Illinois.

Getting A Job Process Kit, Southwestern Publishing Co.

II. References:

Bikkie, James A. _Careers in Marketing: 2nd Edition._ New York: Gregg Division McGraw-Hill Book Company, 1978.

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

INSTRUCTOR'S NOTES

Wingate, John W., Wayne G. Little, and Marland E. Samson. Retail Merchandising. Cincinnati, OH: South-Western Publishing Company, 1982.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

BULLETIN 1702

COOPERATIVE
MARKETING AND DISTRIBUTIVE EDUCATION II

(Junior and Senior High School Students)

May, 1983

Office of Vocational Education

N. J. Stafford, Jr., Ed.D.
Assistant Superintendent

J. KELLY NIX
State Superintendent

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I-1. INTRODUCTION TO MARKETING

Suggested Time: 5-10 hours

INTRODUCTION

This unit will introduce the student to marketing. It will provide him with some of the historical facts of marketing. Emphasis will be placed throughout on the role of the Free Enterprise System has played in our Nation and State. At the completion of this unit students should have a greater appreciation of our economic system.

GOAL

At the completion of this unit the student will understand that the marketing segment of our American Free Enterprise System is undergoing changes that will directly affect him and his career in marketing. He will have an appreciation of the Free Enterprise System and the part it

INSTRUCTOR'S NOTES

has played in the history of our country. The student will understand the importance of competition and how distribution, production, and consumption are related.

PERFORMANCE OBJECTIVES

On the completion of this unit the student will be able to:

1. Describe the development of marketing from its beginning to the present and postulate future developments.
2. Identify different types of retail stores and service businesses.
3. List advantages and disadvantages of each type of store operation.
4. Define the vocabulary necessary to understand this unit.
5. Describe the various goals of an economic system.
6. Identify the worker's role as a citizen in a free economy including his privileges, restrictions, and responsibilities.
7. Describe the roles of marketing and distribution in the various economic

Explain why "Freedom of Choice" is the basic ingredient of the American way of life.

INSTRUCTOR'S NOTES

systems.

8. Describe the relationship of distribution to production and consumption.

SUGGESTED ACTIVITIES

I. For the Instructor:
  - A. Determine and discuss unit objectives.
  - B. Provide students with information sheets, reading assignments, and study guides.
  - C. Prepare audio-visual materials.
  - D. Collect resource materials and determine resource persons.
  - E. Provide vocabulary list.
  - F. Prepare tests and answer sheets.

The teacher may want to assign reports on "Pioneers in American Business": Marshall Field, James Cash Penney, Richard Sears, Aaron Montgomery Ward, F. W. Woolworth, Rowland Macy

Transparencies, "The Marketing Process" Available from 3-M Co., 2501 Hudson Rd. St. Paul, Minn. 55119

II. For the Student:
  - A. Review unit objectives.
  - B. Complete reading assignments and give oral report.
  - C. Discuss the advantages and disadvantages of competition.
  - D. View visuals that are presented by the instructor.
  - E. Demonstrate the ability to accomplish the procedure outlined in the infor-

INSTRUCTOR'S NOTES

mation sheets.

F. Take test.

INSTRUCTIONAL MATERIALS

References:

Ely, Vivien K. and Michael Barnes. *Starting Your Own Marketing Business: 2nd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1978.

Klaurens, Mary K. *The Economics of Marketing: 2nd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1978

Mason, Ralph E. and Patricia Mink Rath. *Marketing and Distribution: 3rd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1980.

Wingate, John W., Wayne G. Little, and Harold E. Samson. *Retail Merchandising: 9th Edition.* Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

I-2. DECA RELATED

Suggested Time: 3-5 hours

INTRODUCTION

DECA is considered to be an integral part of Distributive Education, equally as important as the training station or the related instruction. Its Program of Youth Activity aims to motivate its members to excel in their marketing skills. This unit is concerned with DECA and its activities as they are related to the individual marketing student and his career goal.

GOAL

At the completion of this unit each student will know the personal rewards he may obtain by being an active member of DECA. He will understand how it contributes to his learning of marketing and distribution principles and practices.

INSTRUCTOR'S NOTES

The student will be motivated to become an active DECA member.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Identify qualities needed for leadership.
2. Define and discuss the nature and purposes of DECA.
3. Identify the organizational and democratic principles used in DECA.
4. Develop competencies needed for leadership in social and civic activities as evidenced by holding an office or committee membership.
5. Develop competencies essential for poise and self-confidence in and before a group as evidenced by his performance at club meetings.
6. Participate in developing a program of activities suitable for a local DECA chapter.
7. Identify DECA activities and describe how they contribute to the learning of distribution and marketing.

Have prospective officer candida
Submit a list of qualities that
they feel are important for
the office they are pursuing.

INSTRUCTOR'S NOTES

8. Develop an understanding of DECA and its relationship to the total instructional program of marketing as evidenced by his total participation in DECA activities.
9. List the advantages and benefits of being an active member of DECA.

SUGGESTED ACTIVITIES

I. For the Instructor:
   A. Determine and discuss unit objectives.
   B. Provide students with information sheets or study guides.
   C. Discuss information sheet content.
   D. Prepare and use audio-visuals.
   E. Distribute copies of the latest DECA Handbook for student reference.
   F. Evaluate student performance.

II. For the Student:
   A. Review unit objectives.
   B. Study information sheets.
   C. Study DECA Handbook.
   D. Participate in all DECA activities.
   E. Relate DECA to personal career advancement.

INSTRUCTOR'S NOTES

F. Understand the importance of material presented.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Study guides.
- B. Information sheets.
- C. Audio-visuals--transparencies.
- D. DECA reference library.

II. References:

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

Louisiana Distributive Education Clubs of America. Distributive Education Section, State Department of Education, Baton Rouge, LA 70804, 1981.

Robert's Rules of Order. Newly revised.

INSTRUCTOR'S NOTES

II. MARKETING RESEARCH

Suggested Time: 10-15 hours

INTRODUCTION

Students in distributive education must possess marketing research competencies for career advancement in a consumer-oriented economy. This unit emphasizes these techniques involving information gathering and decision making necessary for success in the marketing research field.

GOAL

At the completion of this unit the student will be aware of the competencies necessary for a career in marketing research. He will have an understanding of the importance of its function in the American business system. He will be familiar with the various methods, techniques, and concepts of marketing research.

PERFORMANCE OBJECTIVES

Upon the completion of this unit a student will be able to:

1. Understand the reasons why consumers purchase a specific product.
2. State the four P's of the marketing mix.
3. List the steps of the scientific decision making process.
4. List career possibilities in the marketing research field.
5. Discuss the idea of "marketing mix."
6. List the methods used in collecting primary and secondary data as they relate to a specific marketing research problem.
7. Apply data gathered to a specific marketing research problem.
8. Conduct interviews of selected respondents and record responses with 100 percent accuracy.
9. Conduct preliminary research, identify a problem, develop the hypothesis, and prepare a schedule.

INSTRUCTOR'S NOTES

Have students make posters clarifying #2 and #3.

Stress that secondary data is faster and cheaper th[illegible] gathering and compiling primary data. Discuss where secondary data may be found.

Discuss survey procedures and test market procedures such as the "Pepsi Challenge."

INSTRUCTOR'S NOTES

10. Edit, code, tabulate, analyze, interpret, and prepare an effective written marketing research report.
11. Prepare a chapter or individual marketing research project in accordance with the DECA Handbook.

SUGGESTED ACTIVITIES

I. For the Instructor:
    A. Determine and discuss unit objectives.
    B. Provide students with selected marketing research problems.
    C. Prepare audio-visual materials.
    D. Collect resource materials and determine resource persons.
    E. Assign reading in texts and manuals.
    F. Evaluate student achievement.

Secure samples of secondary data from government sources. (U.S. Bureau of the Census report, U.S. Dep't. of Commerce, S.B.A)

II. For the Student:
    A. Review unit objectives.
    B. Study and critique selected marketing research problems.
    C. Read assigned texts and manuals.
    D. Relate how this unit is relevant to his career goal.

INSTRUCTOR'S NOTES

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Marketing research materials.
- B. Transparencies and filmstrips.
- C. References and texts.
- D. Audio-visual materials.
- E. Tests.
- F. Answers to tests.

II. References:

DECA Handbook. Distributive Education Clubs of America, Inc. 1908 Association Drive, Reston, VA 22046, 1981.

Harris, E. Edward. Marketing Research: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Marketing Research. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH 43210.

Mason, Ralph E. and Patricia Mink Rath. Marketing and Distribution: 3rd Edition. New York: Gregg Division McGraw-Hill Book Company, 1980.

INSTRUCTOR'S NOTES

Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1964.

INSTRUCTOR'S NOTES

III-1. SETTING UP A BUSINESS

Suggested Time: 10-15 hours

INTRODUCTION

This unit is primarily designed to assist the senior marketing student with the knowledge necessary to become an entrepreneur. Emphasis will be placed on establishing a store image and selecting a suitable location. Included in this unit will be a study of the legal aspects of beginning a business.

GOAL

After the completion of this unit the student will have an understanding of the procedure that is necessary to follow when beginning a new business. He will know how to choose a suitable location and plan the type of building and equipment to depict his chosen store image.

INSTRUCTOR'S NOTES

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. Write the factors that would contribute to the success or failure of a small business.

   Point out that one in every three new businesses will not last a year.

2. List advantages and disadvantages of:
   a. Buying a business.
   b. Starting a new business.
   c. Buying a franchise.
3. List the purpose and value of financial records.
4. Given a set of criteria, evaluate a store location, and list the steps in making a traffic count.
5. List basic retail policies and the effects they would have on the business image.
6. List factors to consider when choosing a business location.

   Stress that location can make or break a business.

7. Define the terms necessary to the understanding of this unit.
8. List factors that are important when selecting a building.

INSTRUCTOR'S NOTES

9. Identify:
    - a. Factors that affect store layout.
    - b. Equipment needed for different types of stores.
    - c. Ways buildings, equipment, and layout affect the image of a business.

Security is a consideration

10. Evaluate a store layout and make recommendations if any are needed.

11. Draw a floor plan of a store. Label and identify each department by line of merchandise.

12. Contrast the effect of different locations on a store's image:
    - a. Highway.
    - b. Shopping center.
    - c. Downtown (central).
    - d. Secondary shopping district.
    - e. Neighborhood.
    - f. String street.

13. List the procedures and requirements for establishing a business including a license, capital, products/services to offer.

Have students complete a project simulating the opening (start up plan) of an actual business.

INSTRUCTOR'S NOTES

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with information sheets and vocabulary list.
- C. Prepare audio-visuals.
- D. Collect resource materials and determine resource person(s).
- E. Assign readings in texts.
- F. Prepare evaluations suitable to this unit.

Interview several small business persons for such information as how they got started, why they chose a particular location, ordering, policies, etc.

II. For the Student:

- A. Review unit objectives.
- B. Study information sheets.
- C. Complete written assignments.
- D. Complete reading assignments.
- E. Relate this unit to his career goal.
- F. Make oral reports on surveys.
- G. Make satisfactory score on test appropriate to this unit.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Unit objectives sheet.
- B. Information sheets.

C. Assignment sheets.

D. List of resource people.

E. Outside readings sheet.

F. Tests.

G. Answer sheets.

II. References:

Ely, Vivien King and Michael Barnes. Starting Your Own Marketing Business: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Harris, E. Edward, Warren G. Meyer, and Peter G. Haines. Retailing Principles and Practices: 7th Edition. New York: Gregg Division McGraw-McGraw-Hill Book Company, 1982.

Wingate, John W. and Harland E. Samson. Retail Merchandising: 9th Edition. Cincinnati, OH: South-Western Publishing Company, 1982.

Small Business Administration. Many publications to aid the small businessman.

INSTRUCTOR'S NOTES

III-2. MDE/DECA WRITTEN REPORT

Suggested Time: 5 hours

INTRODUCTION

What is a research manual? It is a factual presentation of other people's findings or opinions on a given subject. A good research paper contains more fact than opinion, and the opinion it does contain is the opinion of your source--not your own. If properly done, your research paper should be original. What will make it original is the way in which you present the material and your choice of what to use and what not to use.

GOAL

The purposes of doing a research manual are many, but just a few are listed here:

1. To give experience in research, selection, and organization of information.
2. To provide others with an organized, thorough summary of information on a subject.
3. To provide a learning experience which will contribute to the student's vocational competence for careers in marketing, management, and distribution.
4. To provide a co-curricular activity relating directly to classroom instruction.
5. To contribute to distributive education and its educational objectives.
6. To teach how and where to locate information quickly.
7. To teach how to organize thoughts.
8. To give the student an opportunity to compete with others and to gain recognition for outstanding work.

PLANNING THE RESEARCH MANUAL

Most students squirm at the very thought of planning and writing a research manual. Men-

INSTRUCTOR'S NOTES

Point out that this is a very important unit because research and development is one of the most important and fundamental steps of the marketing process. Without good R + D departments, new products cannot be adequately developed for production

INSTRUCTOR'S NOTES

tally they can see themselves wading through miles of books and acres of words to find the material they will need. Usually this is because in the past they went about writing a research paper inefficiently and unwisely.

When your teacher assigns a research paper you are expected to work on it over a period of time. It may take weeks or even months to find and organize all the material you will need for an accurate, interesting report. The assignment will be made far enough in advance of the deadline to give you the necessary time. If you put it off till the last minute, your final report will reveal all too clearly the fact that you hurried. Awkward organization and careless writing will give you away.

You will be given detailed information by your teacher about the different areas of competition in manuals. According to DECA standards there are 11 categories for competition, as follows:

1. Creative Marketing Project.
2. Pepsi Learning and Earning Project.
3. 7-Up/MDA Civic Consciousness Project.
4. Phillips 66 Free Enterprise--Individual.

INSTRUCTOR'S NOTES

5. Phillips 66 Free Enterprise--Chapter.
6. Competency Based Events:
   - A. Advertising Services.
   - B. Apparel and Accessories.
   - C. Finance and Credit.
   - D. Food Marketing.
   - E. General Merchandise.
   - F. Petroleum.
   - G. Restaurant.

Will you be one of the 10 students from your DECA chapter to attend the State DECA Leadership Conference in manual competition?????????

TYPICAL CAREER DEVELOPMENT CONFERENCE--LOUISIANA DECA

Creative events:

1. Creative Marketing
2. Food Marketing (CB-written)*
3. Apparel and Accessories (CB-written)
4. Finance and Credit (CB-written)
5. General Merchandise (CB-written)
6. Pepsi--Learn and Earn
7. 7-Up/MDA Civic Consciousness Project
8. Phillips 66 Free Enterprise (Chapter)
9. Phillips 66 Free Enterprise (Individual)

INSTRUCTOR'S NOTES

10. Free Enterprise Essay (Prep Only)
11. Careers in Distribution (Prep Only).

* Note: CB means Competency Based

Competency-based Events:

1. Advertising Services
2. Apparel and Accessories
3. Food Marketing
4. Food Services
5. General Merchandise
6. Petroleum
7. Finance and Credit
8. Mathematics of Distribution--prep only.

INSTRUCTOR'S NOTES

IV-1. PERSONNEL MANAGEMENT

Suggested Time: 10-15 hours

INTRODUCTION

People, or workers, are the most important part of any business operation. Good personnel management will keep workers happy, satisfied, and productive.

GOAL

This unit introduces the student to personnel management. At the completion of this unit the student will know the basic principles of good personnel management. Emphasis is placed on the function of management, proper communication techniques, and how to achieve good employee relations.

INSTRUCTOR'S NOTES

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. Define leadership and supervision.
2. List and explain the following types of leaders:
    a. Autocratic type.
    b. Laissez-faire type.
    c. Democratic type.

Also called "free-reign"

3. Discuss the following statements concerning effective leadership:
    "A good leader -------------."
    a. maintains respect.
    b. works effectively with people.
    c. is responsive to the needs and desires of others.
    d. is knowledgeable.
    e. possesses high motivation.
    f. is inspired and enthusiastic.
    g. taps and uses every resource.

Students may want to qualify and discuss the importance of these statements as pertaining to their bosses.

4. Explain the following functions:
    a. Planning.

INSTRUCTOR'S NOTES

b. Organizing.

c. Directing.

d. Coordinating.

e. Controlling.

5. Identify the steps in the decision making process:
    a. Determine the objective.
    b. Make an analysis of the situation in the light of objectives.
    c. Consider possible alternatives.
    d. Consider these alternatives in light of the situation and weigh them against the probable consequences.
    e. Decide: select best alternative.
    f. Determine what should be done to put the plan into action and issue the necessary orders and instructions to see that it is carried out.

INSTRUCTOR'S NOTES

Activity and cassette, "Are You Listening?" available from D.E. Supplies Company.

6. List the following factors to consider in listening properly:
    a. Listen with full attention to understand accurately what is heard.
    b. Learn to listen for meaning, not for words alone.
    c. Remember that daydreaming may cost time and money.
    d. Keep an open mind.
    e. Consider that no matter what the speaker says, some part of it may hold meaning and benefits for you.
7. Demonstrate the rules for effective speech.
8. Given a sample situation, demonstrate the tips to good writing:
    a. Keep sentences short.
    b. Prefer the simple word or sentence to the

INSTRUCTOR'S NOTES

complex.

c. Avoid unnecessary words.

d. Put action into the verbs.

e. Use terms the reader can picture.

f. Write the way you talk.

g. Write to express, not to impress.

9. Discuss the foundation for good employee relations:

Discuss employee motivation.

a. People work best when they feel that their supervisor is interested in them.

b. People like to feel they are using whatever ability they have.

c. People like to know how they stand in the organization.

Stress the inportance of linking employee wants to the firm's goals.

d. People like to get credit when they deserve it.

e. People like to be told in the right way when they are doing some-

Compare "constructive" Criticism to criticism "for your own good".

INSTRUCTOR'S NOTES

thing wrong, but they also like to be told the correct way to improve.

f. People don't like sudden changes, but they are more apt to accept changes if they are prepared ahead of time.

Stress the importance of the characteristic of willingness to accept change.

g. People like to receive simple, clear, understandable instructions so that they know what is expected and how the supervisor wants the job done.

h. People like to work for a supervisor they can respect and in whom they can have confidence.

i. Most people will produce more when there is some incentive

INSTRUCTOR'S NOTES

present.

j. One likes to feel that if he does a good job his future is secure with the company.

k. No one likes to lose face among his fellow workers.

10. Given a list of jobs, select those that require management ability.

SUGGESTED ACTIVITIES

I. For the Instructor:

A. Determine and discuss unit objectives.

B. Provide student with reading assignments and study guides.

Have local managers speak on motivation and public relations skills.

C. Prepare and use audio-visual materials.

D. Prepare case studies.

E. Plan for guest speaker.

F. Evaluate student performance.

Film: "Teaching A New Employee His Job" available from Merchandiser Films, 419 Park Ave. S., New York, New York 10016

II. For the Student:

A. Review unit objectives.

B. Complete reading assignment.

C. Research career possibilities in management.

Have each student chart the path to management positions in his business.

INSTRUCTOR'S NOTES

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

A. Pretest.

B. Case studies.

C. Information sheets.

D. Transparencies.

E. Tests.

F. Answer sheets.

II. References:

Hiserodt, Donald O. Human Relations in Marketing: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Principles of Management. Instructional manual available from the University of Texas.

Shilt, Bernard A, and W. Harmon Wilson. Business Principles and Management: 7th Edition. Cincinnati, OH: South-Western Publishing Company, 1979.

Thomas, Robert. Management Training. Instructional manual available from the University of Ohio.

INSTRUCTOR'S NOTES

IV-2. THE ECONOMICS OF MARKETING

Suggested Time: 10-15 hours

INTRODUCTION

The learning opportunities provided in this unit will enable students to understand the fundamentals of the economics of marketing. Included in it will be a study of the channels of distribution, the functions of marketing, business financing, and types of business organizations. The student will investigate the forms of business and assess the advantages of each in terms of ease of entry, legal considerations, and financial obligations.

GOAL

At the completion of this unit the student will have an understanding of those business activities that direct the flow of goods and services from the producer to the consumer. He will know the role marketing plays in our economic system and will be able to make a comparison of the major economic systems.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Describe the various goals of an economic system.
2. Compare our economic system with other major systems.
3. Identify the worker's role as a citizen in a free economy including his privileges, restrictions, and responsibilities.
4. Compare the roles of marketing and distribution in the various economic systems.
5. Describe the relationship of distribution to production and consumption.
6. List two ways in which employees of a given firm can increase the firm's profits.
7. List the advantages of each type of

INSTRUCTOR'S NOTES

Define economics.

Hold a panel discussion on capitalism, socialism, and communism Point out that although our political system is a democracy, our economic system is capitalism.

INSTRUCTOR'S NOTES

business organization, including franchises.

8. Identify the different types of retail stores and service businesses according to their different forms of organization.
9. Diagram the different channels of distribution.
10. List the elements or functions of marketing.
11. Discuss the advantages of the different sources of capital used in the formation and operation of a business.
12. List the purposes of financial records and relate these to the success of a business.
13. Read and analyze an income statement.
14. Distinguish between industrial and consumer goods.
15. Given a product that is sold in the consumer market and also in the industrial market, explain how the marketing process differs for each.

Secure records from various
Corporations and show
students how to interpret
various figures as
success/failure indicato

INSTRUCTOR'S NOTES

16. Describe market segmentation as it relates to the consumer's age, sex, education, ethnic background, and income.

17. Define the terms incidental to the study of this unit.

18. Tell how consumers participate in making decisions about what is produced and how it is produced.

Point out how "diet" drinks, "lean" cuisine, and salt-reduced items were brought about by health Conscious Consumers.

19. Be able to use the information presented in this study in preparing a speech as outlined in the DECA Handbook.

20. Given his career goal, describe possible future changes in retailing and relate the effects these will have on career opportunities and training needs.

SUGGESTED ACTIVITIES

I. For the Instructor:

A. Determine and discuss unit objectives.

B. Provide students with information sheets and study guides.

C. Prepare audio-visual materials.

INSTRUCTOR'S NOTES

- D. Collect resource materials and determine resource persons.
- E. Assign readings in texts.
- F. Evaluate student achievement.

II. For the Student:

- A. Review unit objectives.
- B. Study information sheets.
- C. Read assigned texts.
- D. Participate in class sessions with instructor and resource person.
- E. Read and analyze a sample income statement.
- F. Understand a sample balance sheet.
- G. Relate how this unit is relevant to his career goal.
- H. Take test.

Have students bring in current articles on economics and Marketing.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Information sheets.
- B. Transparencies.
- C. References and texts.
- D. Sample income statements.
- E. Sample balance sheets.
- F. Test with answer sheet.

Oil companies and other large corporations will usually supply financial statements at little or no charge.

INSTRUCTOR'S NOTES

II. References:

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

Ely, Vivien K. and Michael Barnes. Starting Your Own Marketing Business: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Harris, E. Edward, Warren G. Meyer, and Peter G. Haines. Retailing Principles and Practices: 7th Edition. New York: Gregg Division McGraw-Hill Book Company, 1982.

Klaurens, Mary K. The Economics of Marketing: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Wingate, John W. and Harland E. Samson. Retail Merchandising: 9th Edition. Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

IV-3. PRODUCT PLANNING

Suggested Time: 10-15 hours

INTRODUCTION

The manufacturer can continue in business only as long as his products are purchased. This unit emphasizes the importance of matching products with a very selective, changing customer.

GOAL

At the completion of this unit the student will know how a product is developed and the steps it goes through during its life cycle. He will understand the function of proper packaging and pricing strategies.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

INSTRUCTOR'S NOTES

1. Define product planning.
2. Discuss how the following influence product planning:
    - a. Fashion.
    - b. Competition.
    - c. Technological improvements.
    - d. Consumer demand.
    - e. Production costs.
3. Identify the following jobs in product planning:
    - a. Marketing manager.
    - b. Product manager.
    - c. Marketing research manager.
    - d. Advertising manager.
    - e. Industrial salesman.
4. Chart the following steps in the productive life cycle of a product:
    - a. Birth
    - b. Growth.
    - c. Maturity.
    - d. Decline.
5. Explain the following steps in product planning:
    - a. Study of the present market position of the company's

Point out how these factors can affect the life cycle of a product.

INSTRUCTOR'S NOTES

products.

  b. Development of new products.
  c. Improvement of existing products
  d. Pricing.
  e. Elimination of unprofitable products from the product mix.

6. Given a product, identify and describe the stages through which the product must pass before it can be introduced safely to the market.

7. Explain the following terms as they relate to product planning:
  a. Brand.
  b. Fashion.
  c. Diversification.
  d. Survey.

Point out the failure of Gerber brand adult food because of the company's long association with baby food.

8. Given a product and knowledge of its probable market, design an appropriate brand.

9. Explain the following functions of packaging:
  a. To provide a container for the product.
  b. To protect contents.
  c. To identify the product.

Discuss the new packaging laws for over-the-counter drugs.

Discuss the effectiveness of child-proof caps on medication.

INSTRUCTOR'S NOTES

d. To merchandise the product.

e. To facilitate the use of the product.

10. Identify and describe certain abuses that have occurred when a few marketers attempt to escape their responsibilities to the consumer.

Point out the incidences of injury and death such as when the faulty design of the gas tanks of the Ford Pinto or the massive recall of Fire-stone tires.

11. Given certain products and marketing practices of their manufacturer, itemize and document the requirements of the consumer laws affecting these products and practices.

Some excellent examples are baby automobile restraints, baby beds, and eye drops.

12. Given a variety of pricing strategies and a series of diverse products, identify the possible effects of each pricing strategy on the success and profitability of the product.

13. Given a product, identify the factors considered by the manufacturer in determining the price of the product.

Ask the question, "Can a product ever be priced too low?"

SUGGESTED ACTIVITIES

I. For the Instructor:

INSTRUCTOR'S NOTES

A. Determine and discuss unit objectives.

B. Prepare audio-visual materials.

C. Collect resource materials and determine resource persons.

D. Assign readings.

E. Prepare assignment sheets.

F. Evaluate student achievement.

The films in _The Fergi Series_ by Walt Disney Productions demonstrate the need for product planning.

II. For the Student:

A. Review unit objectives.

B. Read assigned manual and resources.

C. Research careers in product planning.

D. Complete assignments.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Audio-visual materials.

B. References and texts.

C. Tests.

D. Answers to tests.

Film, _Consumers Want to Know_, available from Consumer's Union Film Library, 267 W. 25th St. New York, New York 10001

I. References:

Mason, Ralph E. and Patricia Mink Rath. _Marketing and Distribution: 3rd Edition._ New York: Gregg Division McGraw-Hill Book Company, 1980.

INSTRUCTOR'S NOTES

Nye, Bernard C. Product Planning. New York: Gregg Division McGraw-Hill Book Company, 1973.

V-1. ADVANCED SELLING

Suggested Time: 10-15 hours

INTRODUCTION

Creative selling is that discipline which separates the ordinary salesperson from the extraordinary one. The learning opportunities in this unit indicate to the student this fact and that his success on his job is directly related to his ability to be creative.

Point out that although salesmen have long bore the brunt of many (often cruel) jokes, selling today is a professional career.

GOAL

Upon the completion of this unit the student will be aware of the importance of the tasks that are to be performed, the conditions under which these specific tasks are to be performed, and the standards of minimal acceptable proficiency assicuated with those tasks in creative selling. He will also become aware of the many career

INSTRUCTOR'S NOTES

opportunities available in the field of creative selling and the benefits that can accrue to him.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Identify the specific marketing mix and select and justify a channel of distribution.
2. Develop a selling strategy which includes the channels of distributrion and the types of salesmen needed to sell a product in a given market.
3. Welcome the customer, determine the need, present suitable merchandise, overcome any sales resistance, and close the sale.
4. Increase the size of the sale by using an appropriate form of suggestion selling.
5. Plan an effective approach, present and demonstrate the right product, and close the sale to an industrial buyer.

Emphasize the difference between suggestion selling and "pushing".

INSTRUCTOR'S NOTES

6. Identify the chief buying motives of an industrial buyer and relate these motives to a product that will satisfy his needs.

Discuss the three basic types of industrial buyers.

7. Determine a basis for understanding the telephone customer's point of view and settle any complaints to the satisfaction of the business and of the customer.

8. List the product features and potential customer benefits for a specific product.

Stress that customers purchase benefits, so it is advantageous to salespeople to convert features to benefits.

9. Qualify each prospective customer in terms of want or need for a particular product, ability to pay, authority to buy, and accessibility to sell.

Emphasize the importance of listening to the customer.

10. Prepare an effective customer list and suitable itinerary for a given territory.

Discuss the various methods of securing names for a customer list.

11. Establish and maintain an effective set of customer files.

12. Prepare a meaningful sales performance analysis.

13. Develop an appropriate compensation

INSTRUCTOR'S NOTES

plan for a sales force handling a specific product.

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Prepare audio-visual materials.
- C. Collect resource materials and determine resource persons.
- D. Assign readings in texts and manuals.
- E. Evaluate student achievement.

Have a local industrial salesperson come in to offer suggestions and/or evaluate presentations.

II. For the Student:

- A. Review unit objectives.
- B. Read assigned texts and manuals.
- C. Research careers in creative selling.
- D. Prepare a sales presentation as outlined in the latest DECA Handbook.
- E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Audio-visual materials.
- B. Texts and manuals.
- C. Tests.
- D. Answers to tests.

INSTRUCTOR'S NOTES

II. References:

DECA Handbook. Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22046, 1981.

Ernest, John W. Creative Selling: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Modern Sales Techniques. An instructional manual from the University of Ohio, Columbus, OH 43210, 1968.

Mullikin, Eleanor W. Selling Fashion Apparel. Cincinnati, OH: South-Western Publishing Company, 1971.

INSTRUCTOR'S NOTES

V-2. CUSTOMER SERVICES

Suggested Time: 5-10 hours

INTRODUCTION

In the field of retailing, customer services are no longer confined to such minor efforts as offering free parking, gift wrapping, and delivery. The revenue earned from all types of services is beginning to rival the revenue earned from the sale of merchandise. This unit emphasizes those customer services chiefly identified with retailing businesses.

GOAL

At the completion of this unit the student will be aware of customer services as they relate to retailing. He will have a knowledge of job activities and career possibilities in this particular area of retailing.

INSTRUCTOR'S NOTES

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. List the customer services used to support the sale of a product and identify those services which are profit centers.
2. Identify a useful role for customer services for a given business.
3. List the methods used to provide consumer credit offered by a retail store.
4. List the sources of credit information and identify those used in investigating applicants for mercantile credit.
5. List the customer-service jobs that are associated with the credit field.
6. Devise and implement a collection procedure to gain payment from a delinquent customer.
7. Identify the merchandising-handling services that a firm might provide to gain customer good will.

Note that "prestige" stores offer various customer services to create the illusion of "more" for your money.

The three C's of credit are:
1) character 2) capacity
3) capital

Contact the local Credit Bureau for information on how a credit search is conducted.

Have interested students research careers in credit and collections.

Discuss laws that prevent collections agencies from harassing the customer.

Bridal registers, gift wrapping, interest-free credit, mailing gifts, etc.

INSTRUCTOR'S NOTES

8. Distinguish between the accommodation services offered to the consumer and those offered to the industrial user.

9. Identify the accommodation services that a retailer, a wholesaler, and a manufacturer might provide to gain increased customer patronage.

Delivery, storage and warehousing, quantity discounts.

The teacher may wish to discuss "perks" or "bribes" in industrial sales such as expense account lunches, gifts and kickbacks.

10. Distinguish between informational and advisory services offered to the consumer and those offered to business firms.

Contact the Better Business Bureau for information on a business or to file a complaint against a business.

11. Identify the informational and advisory services that a retailer, a wholesaler, and a manufacturer might extend to customers.

Some examples would be toll-free information lines (800 numbers) such as the one offered by Beech Nut on infant nutrition.

12. Distinguish between those customer shopping conveniences offered by a large retailer and those offered by a small retailer.

13. Identify the customer shopping conveniences that a supermarket and a department store might offer to customers.

Have students discuss the conveniences their stores offer such as delivery.

14. Distinguish between those items of

INSTRUCTOR'S NOTES

equipment that would be rented to business firms and those that would be rented to consumers.

15. Distinguish between those customer services related to consumers and those related to business customers.

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with reading assignments and study guides.
- C. Prepare and use audio-visual materials.
- D. Collect resource material and determine resource person(s).
- E. Arrange a field trip.
- F. Evaluate student achievement.

Better Business Bureau and Local Credit Bureau

II. For the Student:

- A. Review unit objectives.
- B. Read assigned texts and manuals.
- C. Participate in class discussions.
- D. Relate how this unit is relevant to his career goal.
- E. Take tests.

INSTRUCTOR'S NOTES

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Pretest.
- B. References and texts.
- C. Transparencies and other audio-visual materials.
- D. Study guides.
- E. Tests.
- F. Answers to tests.

II. References:

Buckner, Leroy M. Customer Services: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Mason, Ralph E. and Patricia Rath. Marketing and Distribution, 3rd Edition. New York: Gregg Division McGraw-Hill Book Company, 1980.

Reich, Edward, et al. Basic Retailing in Distribution. Pitman Publishing Corporation, 1970.

INSTRUCTOR'S NOTES

V-3. FASHION MERCHANDISING

Suggested Time: 5-10 hours

INTRODUCTION

Training in fashion merchandising will enable the student to develop an understanding which will enhance his pleasures of life and provide solid background knowledge and skills for such career opportunities as fashion marketing, advertising, the display arts, or interior decoration.

GOAL

After completing this unit the student will be aware of the place of fashion in many things--clothing, home furnishings, automobiles, cosmetics, opportunities in the field of fashion merchandising and mobiles, cosmetics, and opportunities in personal apparel.

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. List the major fashion centers and their individual contributions to the fashion industry.
2. Describe the effects that fashion has on our American way of life.
3. Describe recent changes of attitude toward fashion by both men and women.
4. Outline the stages of the fashion cycle.
5. Describe the changes that have taken place in the retailing of fashion apparel.
6. List several special buying considerations a fashion buyer would have that a buyer of staple goods would not be concerned with.
7. Identify the major design periods in the history of clothing.
8. Define special fashion terms used in the study of this unit.
9. Identify various sources of fashion ideas.

INSTRUCTOR'S NOTES

The Fashion Group of New Orleans presents an excellent seminar around October each year on "Careers in Fashion."

10. List the factors that affect the development of a fashion.

SUGGESTED ACTIVITIES

I. For the Instructor:

- A. Determine and discuss unit objectives.
- B. Provide student with reading assignments and study guides.
- C. Prepare and use audio-visual materials.
- D. Prepare case studies.
- E. Plan for guest speaker.
- F. Evaluate student performance.

II. For the Student:

- A. Review unit objectives.
- B. Complete reading assignments and case studies.
- C. Research career possibilities in fashion merchandising.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

- A. Pretest.
- B. Case studies.
- C. Information sheets.

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Film, Fashion Means Business, available from Baruch College Audio-Visual Center, 17 Lexington Ave., New York, New York 10010

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D. Texts and manuals.

E. Audio-visual materials and transparencies.

F. Tests.

G. Answer sheets.

II. References:

Everhardt, Richard. Men's Furnishings. Instructional manual available from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH 43210.

Harris, E. Edward, Warren G. Meyer, and Peter G. Haines. Retailing Principles and Practices: 7th Edition. New York: Gregg Division McGraw-Hill Book Company, 1982.

Lester, Katherine Morris and Rose N. Kerr. Historic Costume: 6th Edition. Peoria, IL: Charles A. Bennett Company, 1967.

McDermott, Irene E. and Jeannie L. Norris. Opportunities in Clothing: Revised. Peoria, IL: Charles A. Bennett Company.

Merchandising. Instructional manual available from the University of Texas.

Mullikin, Eleanor W. Selling Fashion Apparel. Cincinnati, OH: South-Western Publishing

INSTRUCTOR'S NOTES

Company, 1971.

Toth, Elizabeth Ann. Mystery of Selling to Women. Instructional manual available from the University of Ohio, Distributive Education Materials Laboratory, Columbus, OH.

INSTRUCTOR'S NOTES

V-4. FRANCHISING

Suggested Time: 3-5 hours

INTRODUCTION

During the past few decades, franchising has rapidly grown and today franchise operations have become an extremely important part of our business community. This unit emphasizes the importance of the role franchising plays in the American economy.

GOAL

Upon completing this unit the student will be aware of the career possibilities in the field of franchising. He will have an understanding of the function of franchising and will be familiar with the various methods, techniques, and concepts of franchising.

PERFORMANCE OBJECTIVES

At the completion of this unit the student will be able to:

1. Define franchising as it relates to:
    a. Products.
    b. Entire business enterprises.
    c. Franchise operation.
2. List the advantages of franchising:
    a. To the franchisor.
    b. To the franchisee.
3. List the disadvantages of franchising:
    a. To the franchisor.
    b. To the franchisee.
4. Identify sources of franchise opportunities.
5. Determine the franchisee's need for legal counseling.
6. Identify sources of financial assistance available to a prospective franchisee.
7. Determine sources of management and technical aids available to a franchisee.

INSTRUCTOR'S NOTES

#2 and #3 are excellent topics for panel discussions or debates.

Fast-food offers excellent franchise opportunities.

Point out that some franchisors have so much control over the business that the franchisee is little more than a manager.

Gov't agencies are more willing to aid an "established" business.

Such as McDonald's Hamburger U.

INSTRUCTOR'S NOTES

SUGGESTED ACTIVITIES

I. For the Instructor:

  A. Determine and discuss unit objectives.

  B. Provide students with information sheets and study guides.

  C. Prepare audio-visual materials and transparencies.

  D. Collect resource materials and determine resource persons.

  E. Evaluate student achievement.

II. For the Student:

  A. Review unit objectives.

  B. Read assigned texts and manuals.

  C. Take field trip or use a resource person.

  D. Participate in class discussion.

  E. Relate how this unit is relevant to his career goal.

  F. Take test.

Management careers abound in franchise businesses.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Transparencies and filmstrips.

  B. References and texts.

  C. Audio-visual materials.

INSTRUCTOR'S NOTES

D. Tests.

E. Answers to tests.

II. References:

Ely, Vivian King and Michael. Starting Your Own Marketing Business: 2nd Edition. New York: Gregg Division McGraw-Hill Book Company, 1978.

Franchising. Instructional manual available from the University of Ohio, Distributive Education Materials Laboratory Columbus, OH 43210.

Franchising. Small Business Administration Instructor's Manual, Topic Eighteen, United States Government Printing Office, Washington, D. C.

V-5. LAW OF CONTRACTS

Suggested Time: 5 hours

INTRODUCTION

Standards governing conduct while selling products are set both by laws and regulations of public authorities and by codes of ethics developed by business itself. To do his job well, the marketing student must have a working knowledge of business law. Of particular importance to him are the laws of contracts and sales. This unit will be devoted to this topic and its relationship to the marketing student's career objectives.

GOAL

At the completion of this unit the student will understand the laws of contracts and sales and will be aware of the importance of using ethical

CONTRACT ASSIGNMENTS

Contract requirements:

1. Complete five (or ten) case studies as assigned by the teacher.
2. Complete reading assignments as assigned by the teacher.
3. Prepare an essay on the resource person's visit to the class (or field trip, etc.)

Contract electives:

1. Interview a lawyer on contract procedures.
2. Draw up a sample partnership agreement for a new business.
3. Explain (in essay form) why marriage can be considered a contract.
4. Explain (in essay form) how and why the marriage contract may be discharged.
5. Draw up and label the parts of a sample contract.
6. In a cartoon scene, depict a reason why a contract would be rescinded.
7. Prepare and explain to the class a teaching bulletin board on contracts.
8. Prepare and explain to the class a teaching bulletin board on partnership agreements.
9. Write a courtroom scene for settlement of the following situation. Be ready to defend your actions.

Margaret contracted with Charlie to buy 1,500 pairs of pants to sell at her boutique. When the date specified in the contract for the delivery of the pants arrived, Charlie announced that he would not deliver the pants. In order to have pants to sell, Margaret had to buy lower quality pants and did not make as large a profit as she had hoped. She sued Charlie for her damages. In awarding damages to Margaret the jury would have to estimate what profit she might have made on the more expensive pants.

GRADING:

To earn a D on the contract section, a student must complete satisfactorily all of the requirements and one elective.

To earn a C on the contract section, a student must complete satisfactorily all of the requirements and two electives.

To earn a B on the contract section, a student must complete satisfactorily all of the requirements and three electives.

To earn an A on the contract section, a student must complete satisfactorily all of the requirements and four electives.

CONTRACT

I, ______________________________, being of sound mind and
(student name)
body on this ____________________ day of ____________________
(date) (month)(year)
do fully understand the terms of the contract system which we shall use this period while we are studying ____________________.
(subject)
I understand that to earn a D I must complete satisfactorily all three of the requirements plus one elective. It is my goal to earn the grade of ________; therefore, I agree to
(grade)
complete the following:

____

____

____

____

____

____

I also understand that these items must be completed on or before the date of ______________________________________
(date of unit completion)
I realize that if I turn any item in early, and it is not satisfactory, I shall have an opportunity to redo it.

I also understand that I may not make a grade higher than the grade for which I have contracted. If I contract a grade, I must do my utmost, barring any unforeseen circumstances, to carry out the requirements to earn such grade.

____
(Student's signature)

____
(Teacher's signature)

INSTRUCTOR'S NOTE

conduct in business. He will know why the statute of frauds was enacted.

PERFORMANCE OBJECTIVES

When completing this unit the student will be able to:

1. List the 5 essentials of an enforceable contract.
2. Define a contract and give an example of a legally enforceable contract.
3. Define legal terms applicable to contracts.
4. Distinguish between legal and illegal contracts and be able to list examples of each.
5. List the types of agreements that must be evidenced in writing to make a contract legally enforceable.
6. Cite several ways a contract may be discharged.

Note that marriage is a type of contract.

Point out that an order is a form of legal contract.

If the purchase is over $25.00, the customer has three legal days to revoke the contract.

SUGGESTED ACTIVITIES

I. For the Instructor:

A. Determine and discuss unit objectives.

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B. Prepare information sheets.

C. Prepare and use transparencies.

D. Plan for resource person.

E. Prepare case studies.

F. Assign readings from text.

G. Evaluate student achievement.

a lawyer, police officer or judge could answer questions students may have.

II. For the Student:

A. Review unit objectives.

B. Study information sheets.

C. Complete reading assignments.

D. Complete case studies.

E. Participate in resource person's question and answer period.

F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Pretest.

B. Information sheets.

C. Case studies and solutions.

D. Transparencies (University of Ohio).

E. Tests.

F. Answer sheets.

An optional exercise is included where the student signs a "contract" for the work he intends to complete in order to earn his grade for the unit.

II. References:

Law of Contracts. Course outline. University of

INSTRUCTOR'S NOTE

Ohio, Distributive Education Materials Laboratory, Columbus, OH, 1974.

Wingate, John W. and Carroll A. Nolan. Fundamentals of Selling: 10th Edition. Cincinnati, OH: South-Western Publishing Company, 1976.

---------------- and Harold E. Samson. Retail Merchandising: 9th Edition. Cincinnati, OH: South-Western Publishing Company, 1982.

INSTRUCTOR'S NOTES

V-6. WHOLESALING

Suggested Time: 10-15 hours

INTRODUCTION

The wholesaler plays a key role in the channels of distribution among producers, retailers, and consumers. This is attested to by the fact that wholesaling has an annual volume in excess of $500 billion. This unit emphasizes competencies needed for career advancement in the wholesaling field.

GOAL

At the completion of this unit the student will be aware of the competencies necessary for career entry and advancement in the wholesaling field. He will have an understanding of the importance of its function in the American econ-

INSTRUCTOR'S NOTES

omy. He will be familiar with the various methods, techniques, and concepts of wholesaling.

PERFORMANCE OBJECTIVES

After completing this unit the student will be able to:

1. Identify those marketing functions that are most suitably performed by the wholesaler.
2. Compare the industrial and consumer markets served by the wholesaler.
3. Identify the factors manufacturers must consider in determining the channel of distribution best suited to marketing their products.
4. Identify the factors which affect the length and width of the channel of distribution best suited to marketing a specific manufacturer's product.
5. Determine how wholesalers add value to the goods they handle, thus bringing benefits to the consumer.
6. Identify those marketing jobs associated with wholesaling.

	INSTRUCTOR'S NOTES
7. Distinguish between those job activities associated with buying, sales and promotion, office and customer service, and merchandise handling as they relate to wholesaling.	Define the terms "jobber" and "consignment".
8. Select several customer services that are often very effective but not expensive for the wholesaler to provide.	
9. Identify the sources of data that a wholesale firm may use in product planning and specify the method used to evaluate each source.	Customer feedback is an important source of data.
10. Identify the steps a wholesaler might take to develop a potential private-label product and market it.	Grocery chains commonly develop private label products.
11. Identify the methods a large wholesaler might use to check and record an incoming shipment; the types of materials-handling equipment used to store goods and pick orders.	
12. State and explain the inventory methods specific wholesalers might use.	Computers have simplified inventory methods.
13. Identify the promotion strategy a grocery wholesaler might employ.	

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14. Identify the elements of promotion strategy a wholesaler in some other product line might use.
15. Identify the type or types of wholesaling specialists best suited to operate in each marketing transaction environment.
16. Identify the industry trends that will affect future career conditions in a selected wholesale firm.

SUGGESTED ACTIVITIES

I. For the Instructor:

A. Determine and discuss unit objectives.

B. Provide students with information sheets, study guides and job analysis sheets.

C. Prepare audio-visual materials.

D. Collect resource materials.

E. Determine resource persons.

F. Plan field trips.

G. Assign readings on careers in wholesaling.

H. Lead class discussions on job opportunities in wholesaling.

INSTRUCTOR'S NOTES

I. Evaluate student achievement:

  a. Test.

  b. Manuals.

II. For the Student:

  A. Review unit objectives.

  B. Complete reading assignments.

  C. Study information sheets and study guides.

  D. Indicate step-by-step plans for becoming proficient in a wholesaling career. Include plans for improvement in school and at the training station.

  E. Review career pamphlets and make oral presentation to the class.

  F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Information sheets.

  B. Study guides.

  C. Job analysis sheets.

  D. Audio-visual materials.

  E. Texts and manuals.

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F. Occupational handbooks.

G. Vocabulary list.

II. References:

Beaumont, J., K. Langan, and L. Taylor. *Your Career in Marketing: 2nd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1976.

Ertel, Kenneth A. and Lawrence Walsh. *Wholesaling and Physical Distribution: 2nd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1978.

Mason, Ralph E. and Patricia Rath. *Marketing and Distribution: 3rd Edition.* New York: Gregg Division McGraw-Hill Book Company, 1980.